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ABSTRACT

This set of instructional materials consists of a 12-page leader's guide and 75 activity sheets to be used in adult literacy programs by parents who want to help their children learn. The leader's guide explains the purpose of the materials and offers suggestions for use of the materials one on one, in a class group, and outside the class or program. There is also subscription information for 10 children's magazines and a list of recommended children's books for levels K-3. The activities are for preschool through grade three and are presented in approximately the same order they are introduced in school. There are four groups of activities: (1) prereading activities, to acquaint children with concepts such as sizes, shapes, colors, pencil, and paper; (2) reading activities, following traditional school curricula, alphabet through phonics; (3) simple creative writing activities to reinforce reading; and (4) math activities, to develop comprehensive basic math skills. The activity sheets are easily reproducible. Each begins with a statement of purpose and tells how to proceed. Items that may be needed in performing certain activities are listed as are suggestions for further activities. Each activity is designed to be used as an individual unit, independent of the others. (CML)

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Learn Together

Activities for Parents and Children

75 fun, easy, and educational activities
for parents and children to do together

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Leader's Guide

with pages especially for parents

A 353 Special Project
of the Pennsylvania Department of Education,
for families everywhere

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Leader's Guide by Jeanne H. Smith

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Learn Together
Activities for Parents and Children
Leader's Guide

An Introduction to Parents, Adult Students, Tutors, and Teachers

Learn Together Activities for Parents and Children is a set of 75 fun, easy, and educational activities for adults and children to do together. The kit was designed to assist the many parents who enter adult literacy programs with the desire to help their children learn. Learn Together is unique in that it is aimed at meeting the needs of both the parent (or grandparent or other adult) and the child. The need for such a project became clear when some Center for Literacy staff members learned from their adult students the following realities concerning family literacy education:

- Many adult students who are studying for a GED or considering taking college courses or entering training programs also want to help their children. They are not sure, however, how to go about the actual teaching of certain concepts and may have forgotten some things themselves.

- For adults learning to read at the same time their children are learning to read, connecting the content of adult literacy learning materials and children's school materials may not be not clear to the parent, teacher, tutor or literacy program. In other words, it's not easy to manage learning together with two different sets of materials.

- Using children's books to teach adults how to read so they can then read to their children is useful, but it is not enough. The adult's life experience, language development, and facility and need for a relationship with the printed word beyond what is in children's books require a rich and varied literacy learning program.

- Accessing the various materials used in schools is not always possible. So adult programs cannot always have children's material or the appropriate children's materials on hand to use with their adult students.

- Many parents and grandparents are unfamiliar with the great variety of wonderful literature there is for children and do not make reading together a family activity. While using children's books is not the single best way for an adult to improve his or her reading, reading together is an essential ingredient in promoting a life-long reading habit.

With these concerns in mind, Learn Together was created. The Learn Together kit is for both the adult and the child. It provides a link between adult literacy learning materials and the child's school materials. It will also help parents who, although they are at a GED level or higher, may still be looking for a good approach to help them assist their children's learning process.

How Learn Together is Designed

The Learn Together kit is designed to be a master set in the hands of a tutor or other leader. Each worksheet may be duplicated in unlimited quantities and distributed as needed to your program participants.

The worksheets in Learn Together are divided into four sections: Pre-reading, Reading, Writing, and Math. Each worksheet contains one lesson with directions and a sample activity. Every activity begins with the sections: What? Where? and How? These sections describe what is expected and what materials are needed to proceed with each lesson.

Some activities can be done right on the duplicated page. Other activities are designed as models upon which parents and children can base their own activity together. The directions on each worksheet explain what to do.

The Sections

Pre-Reading Activities (#1–#9) acquaint children with concepts such as sizes, shapes, colors, pencil, and paper. Pre-reading activities are very popular with pre-school children because they are fun and because they enable little ones to become comfortable with pencil and paper. Older children can also enjoy doing pre-reading activities, especially if they are helping younger children. Even though parents already know what is taught in the pre-reading section, doing the activities will give the adults practice in reading directions, designing and creating lessons, and organizing and ordering activities.

Reading Activities (#10–#56) in Learn Together begin with learning the alphabet in upper- and lower-case letters. A comprehensive approach to learning phonics follows in a presentation that provides fun family activities using game-like lessons. Also, the lessons in this section closely resemble the approach used in traditional school curricula, so children can readily transfer what they do in Learn Together to what they do in school, or vice versa. Adults can learn or relearn basic skills in this section, as well as enjoy doing the activities with their children.

Writing Activities (#57–63) are simple but very useful and creative for both children and adults. A family that wants to begin to write is ready to try this section; there is no need to wait until the reading section is complete to begin writing. Writing reinforces reading and is a skill that improves with practice. Anyone at any age or skill level can be creative with the Learn Together writing activities.

Math Activities (#64–#75), like the Reading Activities, are a set of comprehensive basic math skills that are game-like and not difficult to use. For both adults and children this section offers the opportunity to learn or relearn concepts including counting, sequencing, telling time, all four basic arithmetic operations, money exchange, and measurement.

Learn Together Levels

The activities in Learn Together range from pre-school through grade 3 level and are presented in approximately the same order they are introduced

and taught in school. Grade levels are not assigned to the Learn Together lessons. *The activities are numbered for reference, not for sequence.* Each lesson is designed to be teachable and learnable as an individual unit independent of the other lessons, so they do not have to be used in order.

Selecting Activities

If you are unsure how to choose an activity, just start at the beginning!

Parents using Learn Together may be encouraged to keep in touch with their child's teacher to find out which area the child may need help with. You are more than likely to find a Learn Together activity that will help.

Repeat lessons as often as you like. For example, from the reading sections you can end up with ten different alphabet charts. If your child enjoys making the charts, that's great! From the writing section, you can make as many cards and letters as you like. You can review math activities often as well.

Using Learn Together in Different Ways

One-on-One: Ameil is a student in a literacy program who has a four-year-old daughter named Lisa. Before using Learn Together with Lisa, Ameil reviewed the lessons with her tutor. At each tutoring session she showed her tutor what Lisa had done and asked any questions she had about the session with her daughter. She found the pre-reading activities to be "excellent." She said the lessons were "great for Lisa" and that the Learn Together kit was "not so hard that I didn't want to bother with it."

Group: Betty is a grandmother who is studying for her GED. She is in a class with 15 other students. Betty, along with four other GED students, are also helping their children and grandchildren in grades 1 through 5.

Near the end of the GED class these five adults get together and talk about how the children are doing. Sometimes they ask the GED teacher about problems they may have encountered. Betty has used lessons in the Learn Together kit and really likes them, especially the math, because reviewing it with the children has helped her feel that she really knows it. Because the lessons are like games, the activities are very enjoyable. Two other members of the class are using the reading lessons and "really like them."

Outside Your Class or Program: Lucinda is 13 and likes to babysit. Her mother got the Learn Together kit from a friend. After school she uses the kit to help her little brother learn his letters and numbers.

How Tutors and Teachers Can Help

If a parent is in a literacy program as tutor or teacher may want to review the Learn Together lesson with the parent(s) before they try it at home. If the parent is a beginning student learning the skills in Learn Together for the first time, the tutor can teach the skills using in the adult literacy materials *or* Learn Together, preferably alternating between both sets of materials. This will give the adult a broader base for learning and a good opportunity to see how skills can be transferred from one set of materials to another.

Using Learn Together with Groups of Children or Adults

Teaching skills in a group setting is very challenging because the levels of need usually varies. If you are using Learn Together with two or more children or adults at a time, you'll find the following approach very useful:

Preview: Some members of a group may not fully understand a given activity. However, seeing the material gives them a preview of what is to come. For example, Rudy saw the long *e* activity that his literacy teacher was reviewing in Learn Together for another adult student. He wasn't sure he really understood it. A few days later he saw some long *e* words when his grandson was doing his homework. Rudy read the long *e* words with his grandson and was very pleased to be familiar with some basic phonics. Sometime later he became much more familiar with all the long vowels.

New View: Five-year-old Tony is learning how to add for the first time and is learning very fast. For Tony, adding is a new view on what can be done with numbers. Just seeing the numbers on Tony's arithmetic papers is an arithmetic preview for his three-year-old brother, Joey. But now Joey wants a number chart of his own, like the one Tony made with his family's Learn Together kit.

Review: Nicki knows how to read very well, and he and his wife help their two children with homework every evening after dinner. When Nicki first saw the Learn Together kit, he was a little put off by the activities. Then he started to remember a lot of the skills from when he was in school. He especially found the phonics sections very interesting and began to like reviewing and feeling confident about the things he had learned himself as a child.

Using Learn Together in a Literacy Program

Tutor Training: Learn Together can be incorporated into the program's tutor-training workshop.

Tutor Inservice: Learn Together can introduced as part of an inservice on family literacy.

Student Groups: Learn Together can be used during a student group meeting for adults who wish to discuss and learn about ways that they can help their children.

Family Literacy Groups: Programs that feature a family literacy component will want to have Learn Together on hand as a needed and useful resource. The activities are excellent for use during time allotted for children and parents to work together. Use of the Learn Together kit, along with parents reading to children, can provide the core activities for a effective family literacy program.

In Conclusion

As you can see, there are no set rules for using Learn Together. However, it is recommended that the activities be used in conjunction with reading books to children. See page 8 of this Leader's Guide for a list of recommended books for teaching colors, the alphabet, words, signs, and numbers.

In addition, pages 10-12 list quality children's magazines, as well as some highly rated children's storybooks at interest and difficulty levels from Kindergarten through Grade 3. All the pages in the Leader's Guide that follow this one may be duplicated and given to parents participating in Learn Together. Also, make sure every member of the family has a library card. Encourage parents to plan for their children to attend after-school and summer reading programs. Above all, never underestimate the importance of reading together as a family! Enjoy each other, enjoy reading, and enjoy learning together!

Acknowledgments

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Learn Together Activities

Pre-Reading Activities

1. Circles
2. Squares
3. Triangles
4. Rectangles
5. All the Shapes
6. On, Under, Over, and Near
7. Smaller-Smallest, Larger-Largest
8. Shapes At Home
9. Shapes in Your Neighborhood

Reading Activities

10. Alphabet Poster: Capital Letters
11. Alphabet Poster: Lower-case Letters
12. Alphabet Matching
13. Matching Letter Cards
14. Picture Dictionary
15. Names and More Names
16. Vowel sand Consonants (Upper Case)
17. Vowels and Consonants (Lower Case)
18. "I'm Thinking"
19. Labels, Labels, Labels
20. Short *A* Sound
21. Short *E* Sound
22. Short *I* Sound
23. Short *O* Sound
24. Short *U* Sound
25. Short Vowel Sounds
26. The Name Game — Short Vowels
27. Long Vowels
28. Sight Words
29. Long Vowel Words
30. The Name Game — Long Vowels
31. Vowel Sounds of *Y*
32. Silent *E* Words
33. Short and Long Vowel Sounds
34. Common Word Families
35. Vowel Sounds in Rhyming Words
36. Word Family Flowers
37. Sound of C
38. Sound of G
39. Consonant Blends Including *R*
40. Consonant Blends Including *L*
41. More Consonant Blends
42. Three-Letter Consonant Blends
43. Lots of Consonant Blends
44. Digraphs
45. Lots of Digraphs
46. Sight Words Everywhere
47. Word Concentration
48. Word Bingo
49. Compound Word Pictures
50. Contractions — Matching
51. Days and Months
52. Writing Days and Months
53. The Five W's
54. Reading for Meaning
55. Writing Messages
56. Missing Words

Writing Activities

57. Cards and Letters
58. Story Lines
59. Journals
60. Sentences
61. Newspaper Headlines
62. Ads
63. New Endings

Math Activities

64. Counting
65. Matching Numbers
66. How Many?
67. Missing Numbers and Words
68. Before and After
69. Greater Than and Less Than
70. Clocks
71. Flash Cards
    - Addition Facts Chart
    - Subtraction Facts Chart
    - Multiplication Facts Chart
    - Division Facts Chart
72. Shopping Around
73. Money Exchange
74. Measuring
75. How Much Time?

To Parents

Welcome to Learn Together Activities for Parents and Children! These activities were made to give both you and your young children many hours of fun and learning. We hope you will do as many activities as you can.

Remember, reading to a child is the best activity of all. You can help make books a part of your child's life. There are many wonderful children's books. Some books teach ideas. Some books teach how to do something. Some books seem to be just for fun, yet a child can still learn from it.

Here is a list of well-known children's books to find in your library.

Books that teach color and ideas:

Round and Round and Round, by Tana Hoban
Push, Pull — Empty, Full: A Book of Opposites, by Tana Hoban
Brown bear, brown bear, what do you see?, by Bill Martin
Colors, by Jan Pienkowski
Colors, by John J. Reiss

Books that teach the alphabet:

In a Pumpkin Shell: A Mother Goose ABC, by Joan Walsh Anglund
The Alphabet Book, by P. D. Eastman
Adam's ABC, by Dale Fife
Teddybears ABC, by Susanna Gretz
A, B, See!, by Tana Hoban
On Market Street, by Arnold Lobel
ABC— An Alphabet Book, by Thomas Matthiesen
ABC, by Brian Wildsmith

Books that teach words and signs:
Animals at the Zoo, Animals in the Country, and *Animals on the Farm,* by Kenneth Lilly
Family, by Helen Oxenbury
Max's First Word, by Rosemary Wells
I Read Signs and *I Read Symbols,* by Tana Hoban
Harriet Reads Signs and More Signs, by Betsy Maestro

Books about numbers:

Ten, Nine, Eight, by Molly Bang
1, 2, 3, to the Zoo, by Eric Carle
Moja Means One: Swahili, by Muriel Feelings
Let's look for numbers, by Bill Gillham
1, 2, 3, by Tana Hoban
Cat Count, by Betsy Lewin
One was Johnny, by Maurice Sendak
Numbers of Things, by Helen Oxenbury
Brian Wildsmith's 1, 2, 3's, by Brian Wildsmith
One More Thing, Dad, by Susan Thompson

Learn Together Tips for Parents

Learning Tips

1. Enjoy your child.
2. Talk with your child.
3. Play games with your child.
4. Take your child on a trip to the zoo, park, museum, and bookstore.
5. Visit your local library.
   - Get a library card for yourself.
   - Get a library card for your child, if he or she is old enough.
   - Talk to the librarian about books and parent-child programs at the library.
   - Take home books to read to your child.
6. Buy books for your child. Many schools have a book club with books at low prices.
7. Enjoy the learning activities you do with your child.

School Tips for Parents

1. Go to meetings at your child's school.
2. Visit your child's class.
3. Get to know your child's teacher(s).
4. Talk about the school day with your child.
5. Help your child with his or her homework.
6. Don't let your child miss too much school.

Questions to Ask at a Parent-Teacher Conference

Ask the teacher:

1. How is my child moving along in school?
2. Is he or she doing the best he or she can do? (In other words, working up to potential?)
3. How is he or she doing compared to the rest of the class?
4. What are his or her strong points and weak points?
5. What can I do at home to help?

Going Beyond Learn Together

There are many, many other kinds of activities that you can do with your children to improve their reading, writing, and math skills. Please use the Learn Together activities as a starting point for making your own. Use these activities as models for making lessons on topics such as: special vowel sounds; prefixes, suffixes, and root words; plurals; synonyms and homonyms; more comprehension activities; more writing activities; and more math activities.

You can use your children's school books for more teaching ideas. Keep your activities simple. Have fun and remember to read a lot to and with your child. Good luck!

Children's Magazines

For subscription information, these are the addresses to use.

Children's Digest (ages 8-12)
P.O. Box 7133
Red Oak, IA 51591-0133

Child Life (ages 4-12)
P.O. Box 7133
Red Oak, IA 51591-0133

Cricket (ages 8-12)
P.O. Box 52961
Boulder, CO 80322-2961

Highlights for Children (ages preschool-12)
P.O. Box 182347
Columbus, OH 43216-2707

Humpty Dumpty (ages 4-8)
P.O. Box 7133
Red Oak, IA 51591-0133

Jack and Jill (ages 7-10
P.O. Box 7133
Red Oak, IA 51591-0133

National Geographic World (ages 9-12)
Department 00178
17th & M Streets N.W.
Washington, DC 20036

Playmate (ages 6-8)
P.O. Box 7133
Red Oak, IA 51591-0133

Ranger Rick (ages 6-12)
National Wildlife Federation
1400 16th Street N.W.
Washington, DC 20036-2266

Sesame Street Magazine (ages 2-6)
P.O. Box 55518
Boulder, CO 80322-5518

Recommended Children's Books

Kindergarten

Berenstain, Stanley. *The Berenstain Bears Visit the Dentist.* Random, 1981.
Berenstain, Stanley. *The Berenstain Bears' Christmas Tree.* Random, 1980.
Berenstain, Stanley. *The Berenstain Bears' Moving Day.* Random, 1981.
Berenstain, Stanley. *The Berenstain Bears and the Sitter.* Random, 1981.
Berenstain, Stanley. *The Berenstain Bears Go To Camp.* Random, 1982.
Keats, Ezra Jack. *Kitten for a Day.* Four Winds, 1974.
Keats, Ezra Jack. *Regards to the Man in the Moon.* Four Winds, 1981.
Wheeler, City. *Marmalade's Snow Day.* Knopf, 1982.

Grade 1

Aardema, Verna. *Why Mosquitos Buzz in People's Ears: A West African Folk Tale.* Dial, 1975.
Asbjornsen, Peter. *The Three Billy Goats Gruff.* Harcourt, 1957.
Burton, Virginia. *Mike Mulligan and His Steam Shovel.* Houghton, 1939.
Cohen, Miriam. *When Will I Read?* Greenwillow, 1977.
Eastman, P.D. *Are You My Mother?* Beginner Books, 1960.
Evans, Katherine. *The Boy Who Cried Wolf.* Whitman, 1960.
Fatio, Louis. *The Happy Lion.* McGraw, 1954.
Galdone, Paul. *Gingerbread Boy.* Clarion, 1975.
Galdone, Paul. *Henny Penny.* Clarion, 1968.
Gramatky, Hardie. *Little Toot.* Putnam, 1967.
Grimm, Jacob. *The Fisherman and His Wife.* Greenwillow, 1979.
Keats, Ezra Jack. *Trip.* Greenwillow, 1978.
Keats, Ezra Jack. *Whistle for Willie.* Viking, 1964.
La Fontaine. *The Hare and the Tortoise.* Watts, 1966.
Mosel, Arlene. *Tiki Tiki Tembo.* Holt, 1968.
Piper, Watty. *The Little Engine That Could.* Platt, 1961.
Potter, Beatrix. *The Tale of Peter Rabbit.* Warne, (n.d.).
Rey, H. *Curious George.* A Houghton, 1941.
Rounds, Glen. *Ol' Paul, The Mighty Logger.*
Sendak, Maurice. *Where the Wild Things Are.* Harper, 1963.
Seuss, Dr. *The Cat in the Hat.* Random, 1957.
Slbodkina, Esphyr. *Caps For Sale: A Tale of A Peddler, Some Monkeys and Their Monkey Business.*
Wescott, Nadine. *I Know An Old Lady Who Swallowed A Fly.* Little, 1980.

more...

Recommended Children's Books, Continued

Grade 2

Andersen, Hans Christian. *Emperor's New Clothes*. Houghton, 1949.
Allard, Harry. *Miss Nelson is Missing*. Houghton, 1977.
Berenstain, Stanley. *The Bears' Picnic*. Beginner Books, 1966.
Berenstein, Margery. *The First Morning: An African Myth*. Scribner, 1976.
Bulla, Clyde. *Jonah and the Great Fish*. Crowell, 1970.
Grimm Brothers. *The Elves and the Shoemaker*. Four Winds, 1975.
Hoban, Russell. *A Baby Sitter for Frances*. Harper, 1964.
Hoban, Russell. *Bread and Jam for Frances*. Harper, 1964.
Kessler, Leonard. *Here Comes the Strikeout*. Harper, 1965.
Leaf, Munro. *The Story of Ferdinand*. Viking, 1964.
Potter, Beatrix. *The Tail of Benjamin Bunny*. Warne, 1932.
Rey, H. *Curious George Rides A Bike*. Houghton, 1952.
Sharmat, Marjorie. *Nate The Great and the Missing Key*. Coward, 1981.
Spier, Peter. *Noah's Ark*. Doubleday, 1977.
Van Leeuwen, Jean. *More Tales of Oliver*. Dial, 1981.

Grade 3

Blume, Judy. *Freckle Juice*. Four Winds, 1971.
Bond, Michael. *A Bear Called Paddington*. Houghton, 1960.
Clayton, Edward. *Martin Luther King: The Peaceful Warrior*. Prentice, 1968.
Cleary, Beverly. *Henry Huggins*. Morrow, 1950.
Cleary, Beverly. *Ramona The Brave*. Morrow, 1975.
Cleary, Beverly. *Ribsey*. Morrow, 1964.
Corbett, Scott. *Bridges*. Four Winds, 1958.
Evans, Katherine. *The Boy Who Cried Wolf*. Whitman, 1960.
Grimm Brothers. *Hansel and Gretel*. Delacorte, 1971.
Grimm Brothers. *Snow White and The Seven Dwarfs*. Farrar, 1972.
Hoban, Russell. *A Bargain for Frances*. Harper, 1970.
Johnston, Johanna. *A Special Bravery*. Dodd, 1967.
Keats, Ezra Jack. *Apt. 3*. Macmillian, 1971.
Keats, Ezra Jack. *Hi, Cat!* Macmillian, 1971.
LeSieg, Theo. *Wacky Wednesday*. Random, 1974.
Lionni, Leo. *Frederick*. Pantheon, 1967.
Martin, Patricia. *Daniel Boone*. Putnam, 1963.
Rey, Margaret. *Curious George Goes to the Hospital*. Houghton, 1966.
Rudden, Kenneth. *Roberto Clemente*. Crowell, 1974.
Seuss, Dr. *If I Ran the Zoo*. Random, 1950.
Seuss, Dr. *The Lorax*. Random, 1950.
White, E.B. *Charlotte's Web*. Harper, 1952.

Learn Together

Activity

1. Circles

Why? To help your child know what a circle is.

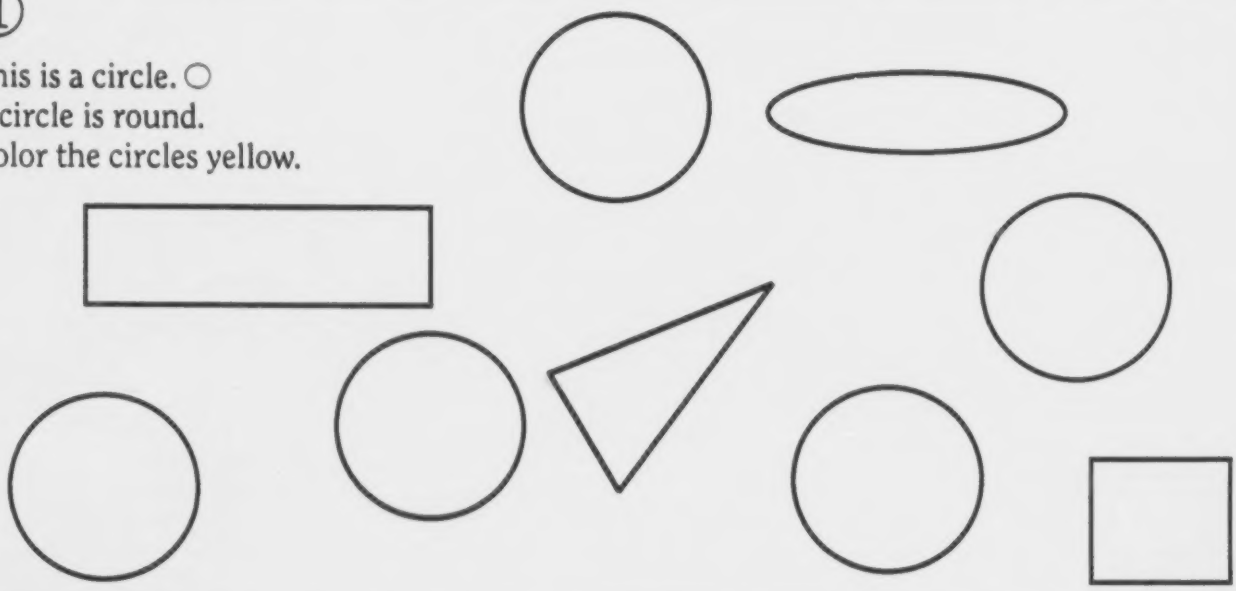
What? yellow crayon and a pencil

How? 1. In Box ①, color the circles yellow.
2. In Box ②, trace the circles.
3. In Box ③, draw circles.

Then? On other paper, make more activities like this one.

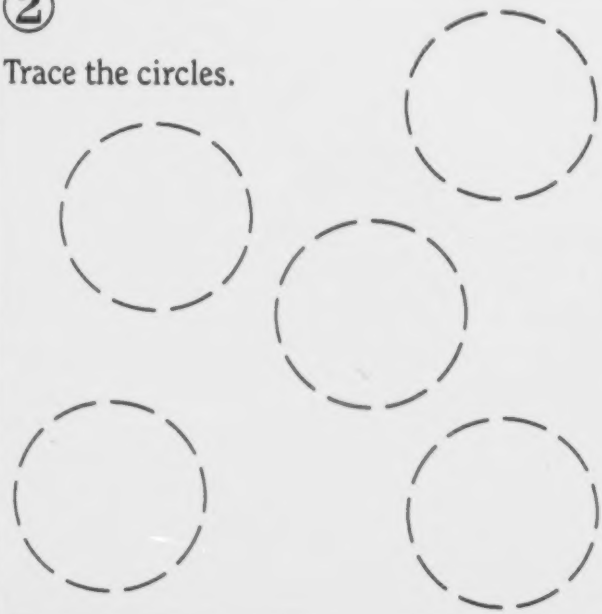
①

This is a circle. ○
A circle is round.
Color the circles yellow.



②

Trace the circles.



③

Draw circles.

Learn Together

Activity

2. Squares

Why? To help your child know what a square is.

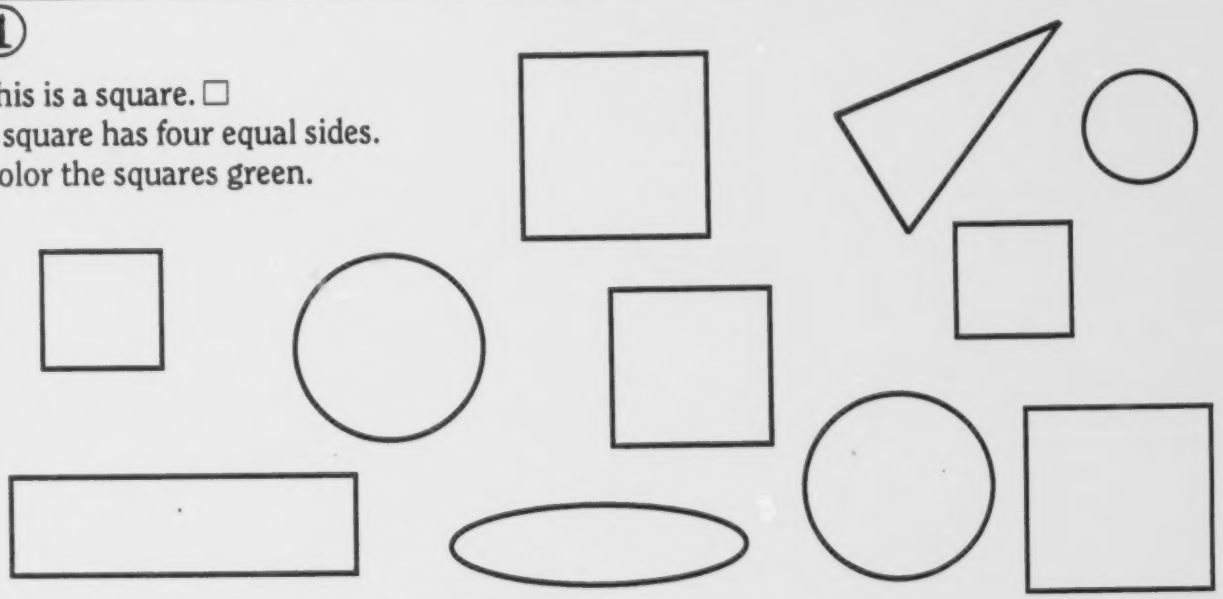
What? green crayon and a pencil

How? 1. In Box ①, color the squares green.
2. In Box ②, trace the squares.
3. In Box ③, draw squares.

Then? On other paper, make more activities like this one.

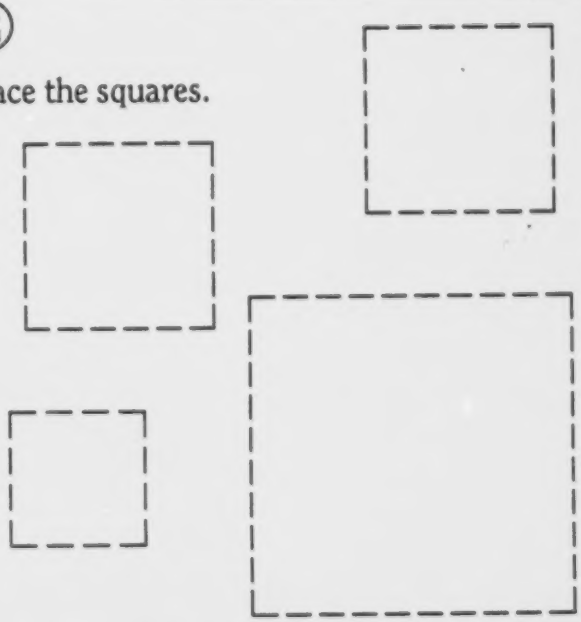
①

This is a square. □
A square has four equal sides.
Color the squares green.



②

Trace the squares.



③

Draw squares.

15

Learn Together

Activity

3. Triangles

Why? To help your child know what a triangle is.

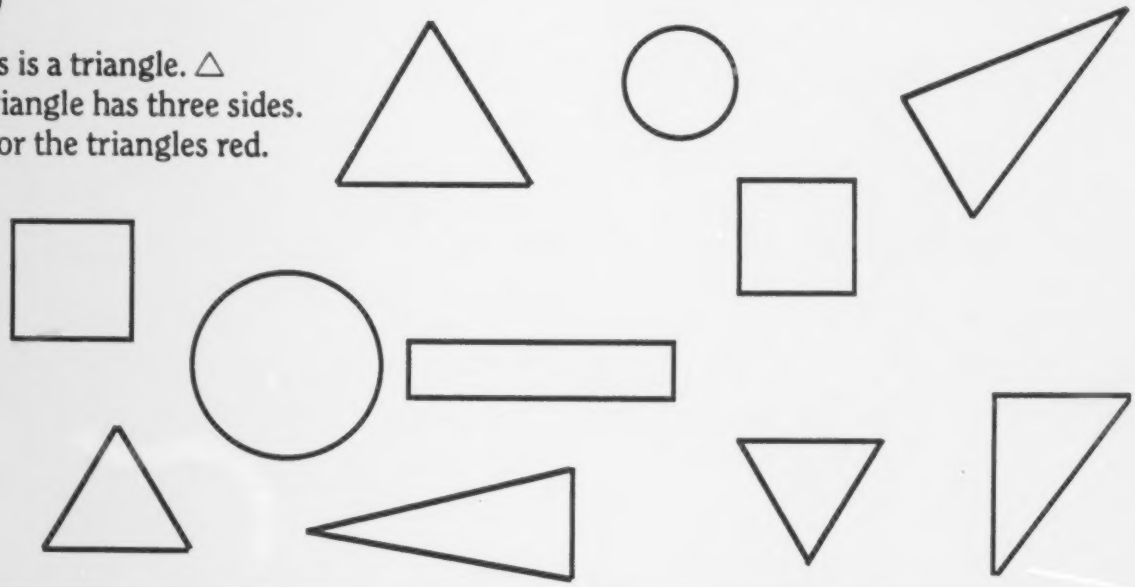
What? red crayon and a pencil

How? 1. In Box ①, color the triangles red.
2. In Box ②, trace the triangles.
3. In Box ③, draw triangles.

Then? On other paper, make more activities like this one.

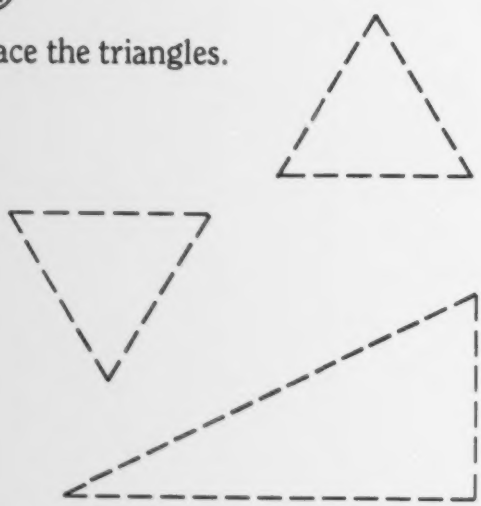
①

This is a triangle. △
A triangle has three sides.
Color the triangles red.



②

Trace the triangles.



③

Draw triangles.

Learn Together

Activity

4. Rectangles

Why? To help your child know what a rectangle is.

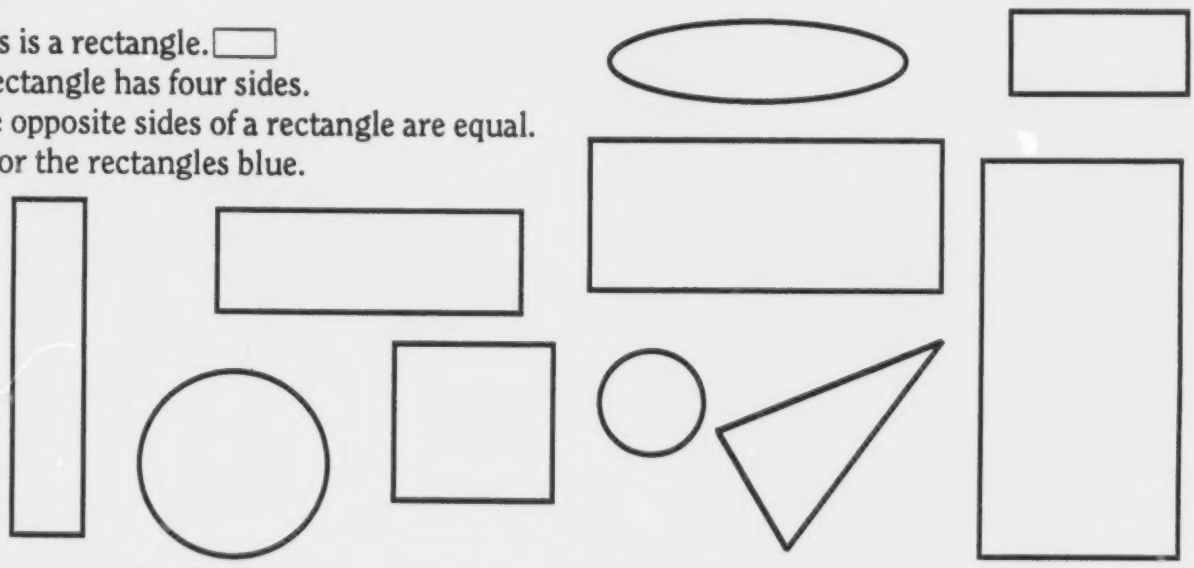
What? blue crayon and a pencil

How? 1. In Box ①, color the rectangles blue.
2. In Box ②, trace the rectangles.
3. In Box ③, draw rectangles.

Then? On other paper, make more activities like this one.

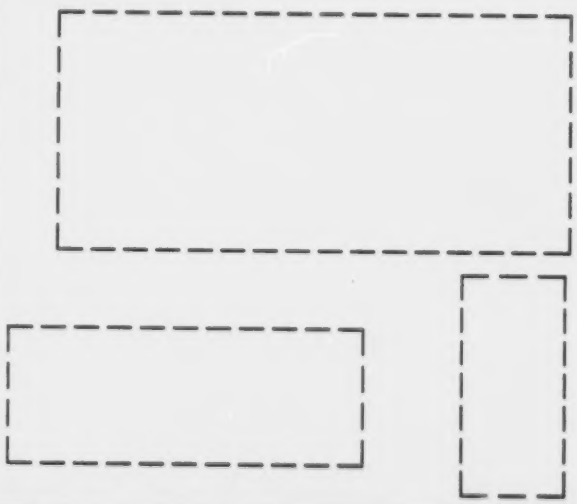
①

This is a rectangle. ▭
A rectangle has four sides.
The opposite sides of a rectangle are equal.
Color the rectangles blue.



②

Trace the rectangles.



③

Draw rectangles.

Learn Together

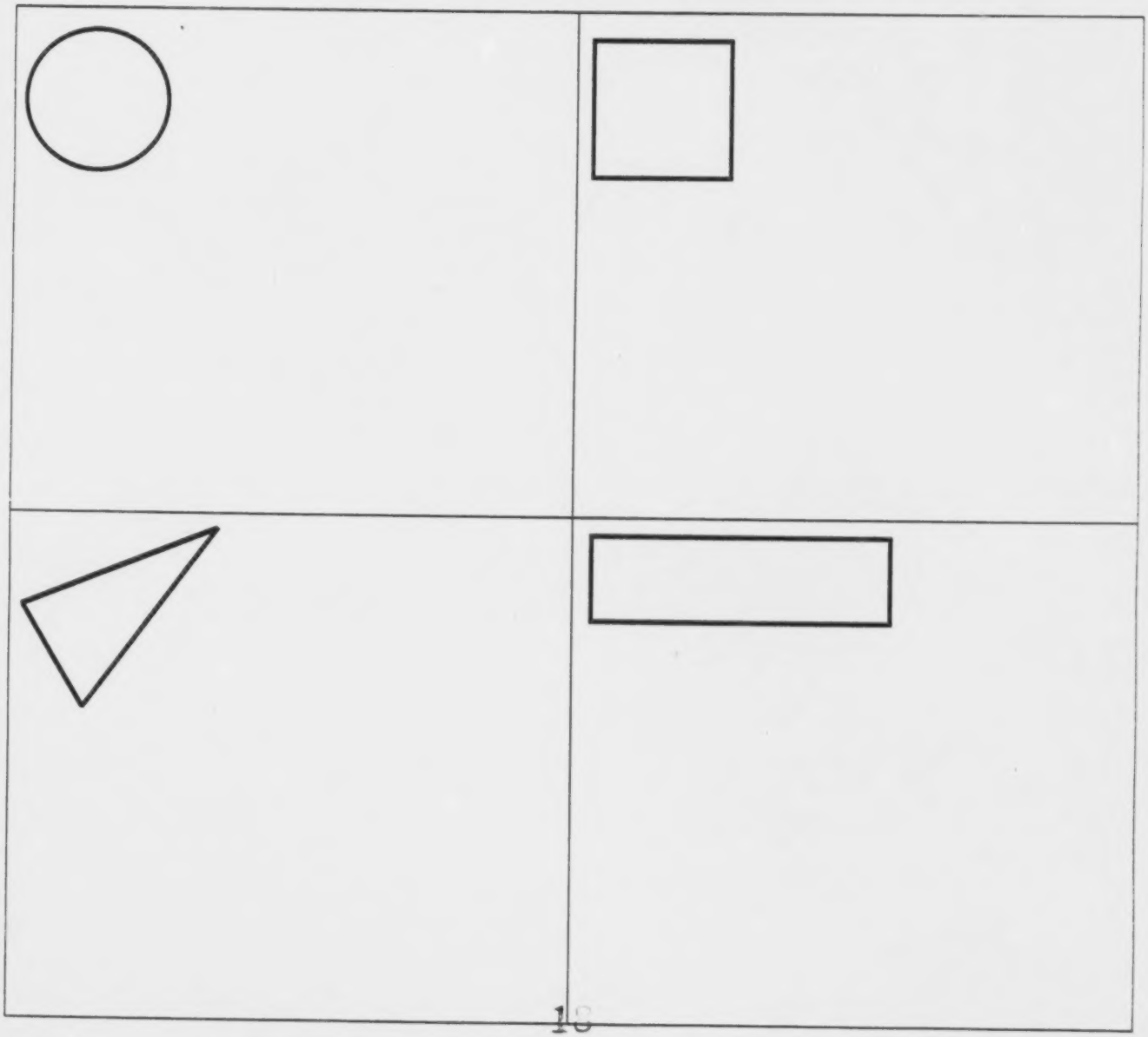
Activity

5. All the Shapes

Why? To help your child know what a circle, square, triangle, and rectangle are.

What? scissors, paper (8½" x 11"), and paste

How?
1. On other paper, cut out circles, squares, triangles, and rectangles. Use a different color of paper for each shape.
2. Paste the circles in the circle box below.
3. Paste the squares in the square box.
4. Paste the triangles in the triangle box.
5. Paste the rectangles in the rectangle box.



Learn Together

Activity

6. On, Under, Over, and Near

Why? To practice the meanings of *on, under, above,* and *near.*

What? paper (8½" x 11") and pencil

How?
1. Draw four hearts (or any other shape).
2. Place the first heart *on* the line in Box ①.
3. Place the second heart *under* the line in Box ②.
4. Place the third heart *over* the line in Box ③.
5. Place the first heart *near* the line in Box ④.

Place each ❤ where it belongs.

① on the line _____	② under the line _____
③ over the line _____	④ near the line _____

Learn Together

Activity

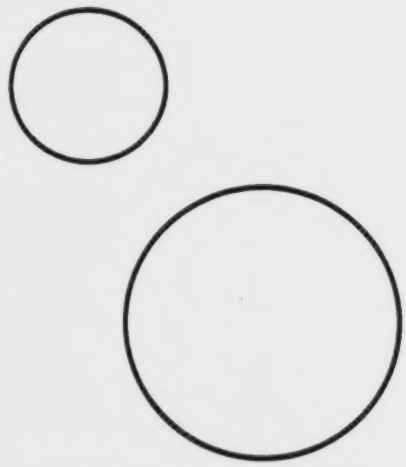
7. Smaller-Smallest, Larger-Largest

Why? To help your child understand the ideas of smaller and smallest, larger and largest.

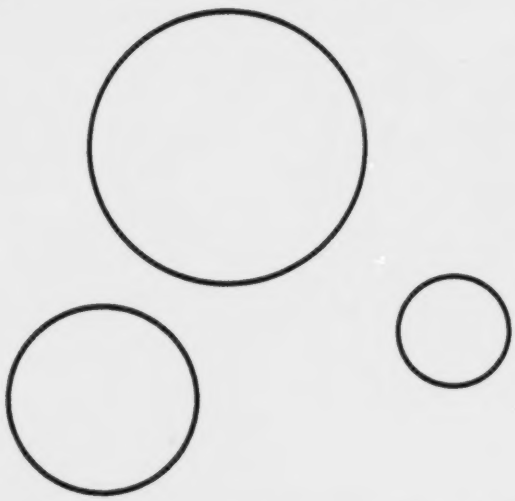
What? crayons, pencil, and paper

How?
1. Color the smaller circle in Box ①.
2. Color the smallest circle in Box ②.
3. Color the larger circle in Box ③.
4. Color the largest circle in Box ④.

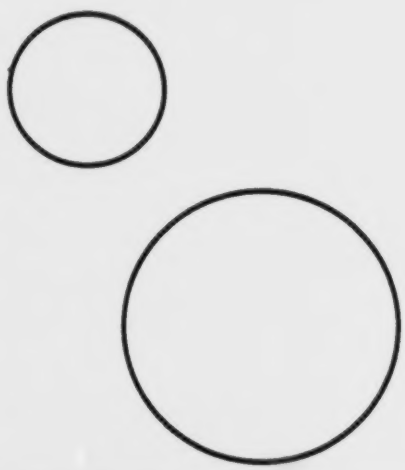
① Color the smaller circle.



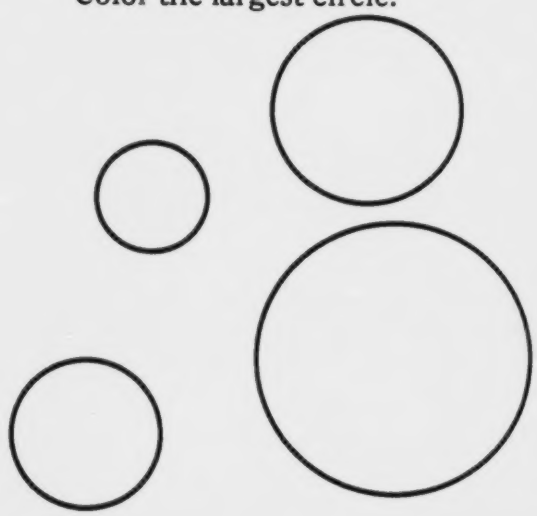
② Color the smallest circle.



③ Color the larger circle.



④ Color the largest circle.



Learn Together

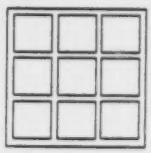
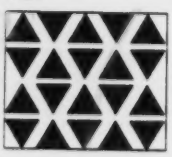
Activity

8. Shapes at Home

Why? To help your child be more aware of shapes in the home: circles, triangles, and rectangles.

What? crayons, pencil, and paper

How?
1. Look around your home.
2. Find objects in the shape of circles, squares, triangles, and rectangles.
3. Draw objects in the shape of a circle in Box ① below.
4. Draw objects in the shape of a square in Box ②.
5. Draw objects in the shape of a triangle in Box ③.
6. Draw objects in the shape of a rectangle in Box ④.

① Circles	② Squares 
③ Triangles 	④ Rectangles

Learn Together

Activity

9. Shapes in your Neighborhood

Why? To help your child be more aware of shapes in the neighborhood: circles, triangles, and rectangles.

What? crayons, pencil, and paper

How?
1. Go for a walk in your neighborhood.
2. Find objects in the shape of circles, squares, triangles, and rectangles.
3. Draw objects in the shape of a circle in Box ① below.
4. Draw objects in the shape of a square in Box ②.
5. Draw objects in the shape of a triangle in Box ③.
6. Draw objects in the shape of a rectangle in Box ④.

① Circles	② Squares
③ Triangles	④ Rectangles

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Learn Together

Activity

10. Alphabet Poster: Capital Letters

Why? To help your child learn the capital letters of the alphabet.

What? marker, pen, or pencil
large sheet of unlined paper or posterboard OR
several sheets of 8½" x 11" paper, taped together

How?
1. Pick a poster from the three choices below.
2. Copy all the letters onto your large paper. Write big!
3. Place the poster in your child's room so it can be seen from his or her bed.

A B C D
E F G H
I J K L
M N O P
Q R S T
U V W X
Y Z

A B G H	C D I J K	E F L M
N O U V	P Q R W X	S T Y Z

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Learn Together

Activity

11. Alphabet Poster: Lower-case Letters

Why? To help your child learn the lower-case letters of the alphabet.

What? marker, pen, or pencil
large sheet of unlined paper or posterboard OR
several sheets of 8½" x 11" paper, taped together

How?
1. Pick a poster from the three choices below.
2. Copy all the letters onto your large paper. Write big!
3. Place the poster in your child's room so it can be seen from his or her bed.

a b c d
e f g h
i j k l
m n o p
q r s t
u v w x
y z

a b g h	c d i j k	e f l m
n o u v	p q r w x	s t y z

a b c d e f g h i j k l m
n o p q r s t u v w x y

Learn Together

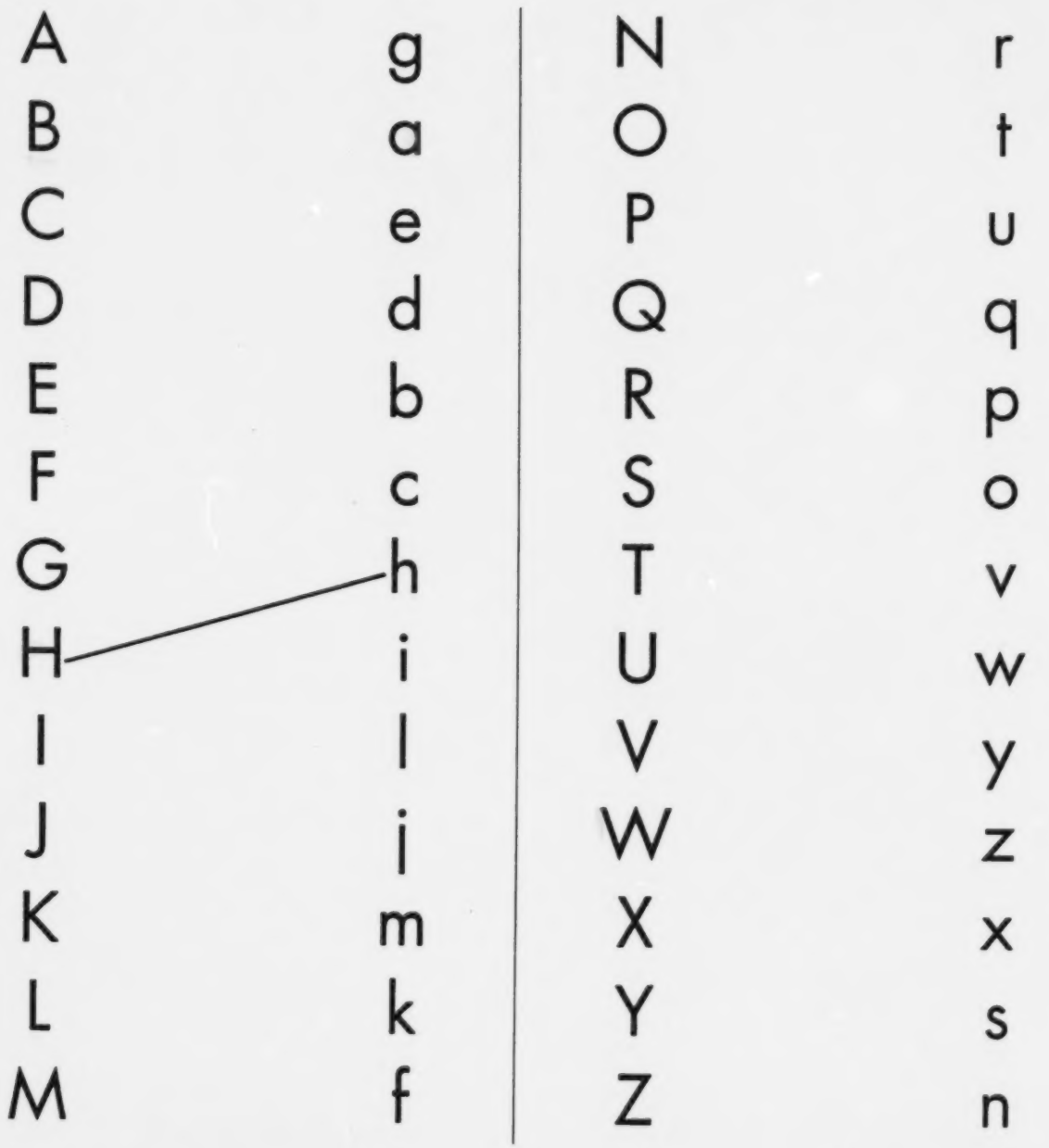
Activity

12. Alphabet Matching

Why? To help your child learn the capital and lower-case letters.

What? pencil

How? 1. Find the lower-case letter for each capital letter below.
2. Draw a line from the capital letter to its lower-case letter. The **H** and **h** are done for you.



Learn Together

Activity

13. Matching Letter Cards

Why? To help your child learn the capital (or upper-case) and lower-case letters and to match letters of the alphabet.

What? pencil or marker
scissors
7 sheets of 8½" x 11" paper

How? Start with the cards below, then continue to make your own letter cards by following these steps:

1. Fold a sheet of paper into eight equal parts.
2. On each rectangle write the capital and lower-case of each letter of the alphabet.
3. Cut apart the rectangles.
4. Have your child match the lower and upper case cards.

A	a
B	b

Learn Together

Activity

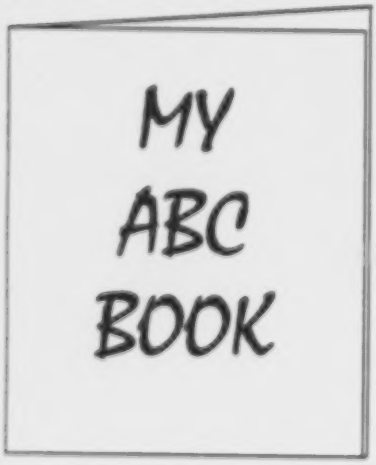
14. Picture Dictionary

Why? To help your child connect letters with sounds by making a picture dictionary.

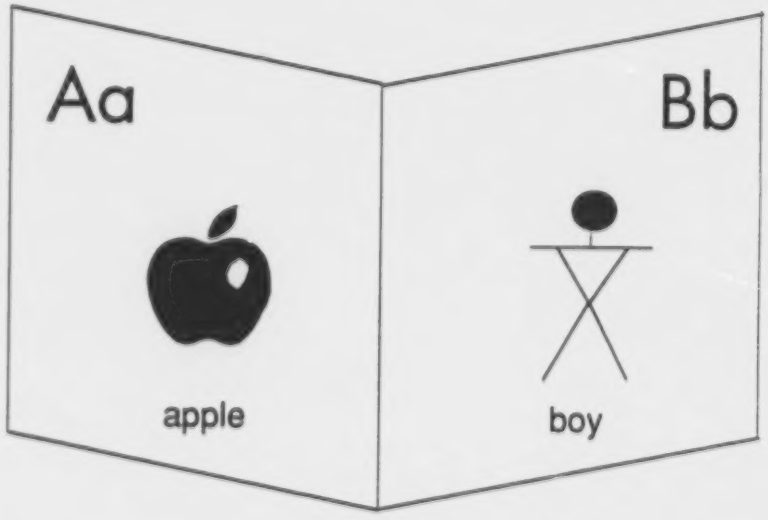
What? crayons
pencil, pen, or markers
scissors
paste
paper
old newspapers and magazines

How?
1. Draw or find a picture for each letter of the alphabet.
2. At the top of each page, write the capital and lower-case letter.
3. Give the dictionary a title. For example:
   - "My ABC Book"
   - "Mary's ABC Book"
   - "John's ABC Book"

Your picture dictionary may look like this on the outside ...



... and like this on the inside.



Learn Together

Activity

15. Names and More Names

Why? To help your child connect letters with sounds by thinking of a name that starts with each letter.

What? pencil
unlined paper

How? Write a name that begins with each letter of the alphabet. Four names are done for you.

A nne _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____
K _____
L _____
M _____

N _____
O _____
P eter _____
Q _____
R _____
S _____
T _____
U _____
V _____
W _____
X avier _____
Y _____
Z elda _____

Learn Together

Activity

16. Vowels and Consonants (Upper Case)

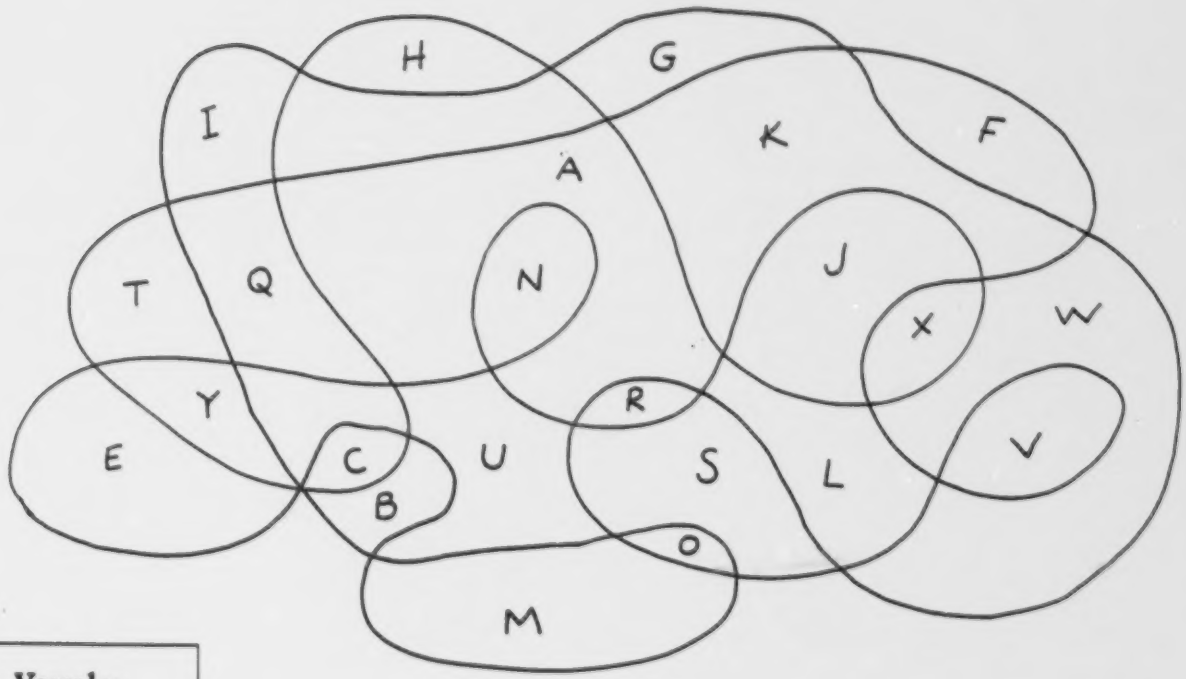
Why? To help your child know vowels and consonants by coloring them in a scribble design.

The upper-case vowel letters are:
A E I O U

The upper-case consonant letters are:
B C D F G H J K L M N P Q R S T V W X Y Z

What? pencil
crayons
unlined paper

How?
1. Make a scribble design or use the one below.
2. If you have made your own, write the letters of the alphabet in the parts of the design.
3. Color the vowels red and the consonants yellow.



Vowels:
A E I O U

Consonants:
B C D F G H J
K L M N P Q R
S T V W X Y Z

Learn Together

Activity

17. Vowels and Consonants (Lower Case)

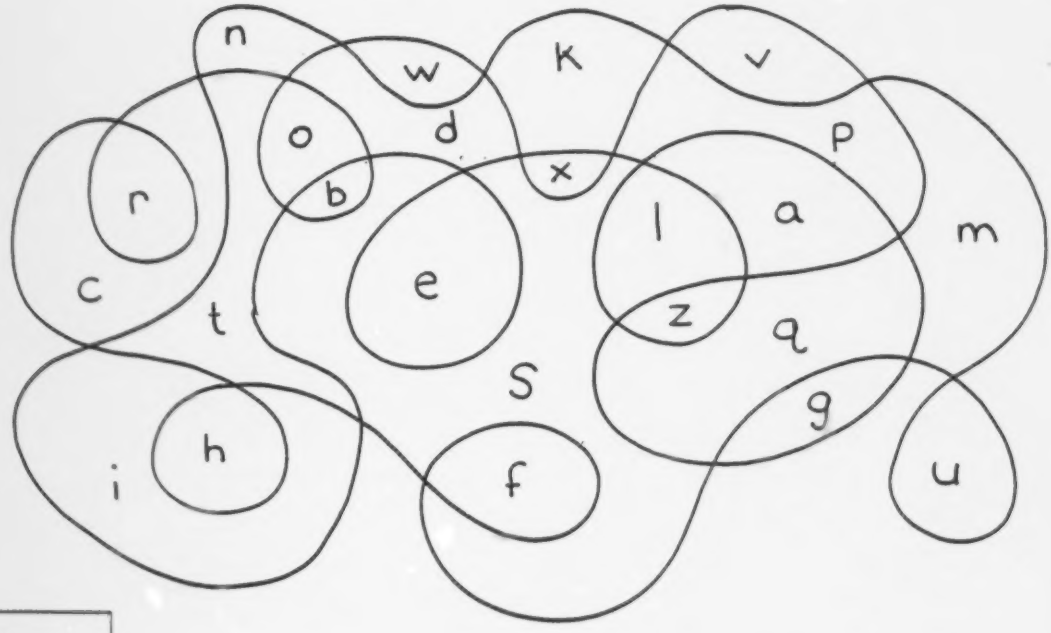
Why? To help your child know vowels and consonants by coloring them in a scribble design.

The lower-case vowel letters are:
a e i o u

The lower-case consonant letters are:
b c d f g h j k l m n p q r s t v w x y z

What? pencil
crayons
unlined paper

How?
1. Make a scribble design or use the one below.
2. If you have made your own, write the letters of the alphabet in the parts of the design.
3. Color the vowels green and the consonants orange.



Vowels:
a e i o u

Consonants:
b c d f g h j
k l m n p q r
s t u v w x y z

Learn Together

Activity

18. "I'm Thinking"

Why? To help your child put together the sounds and letters.

What? objects in the home
pencil

How?
1. Say to your child, "I'm thinking of something in the kitchen that begins with *s*." (See the examples below.)
2. The child will then name things in the kitchen that begin with that letter.
3. Write down the words your child says.
4. Try the same game with other rooms and other letters.
5. Have your child think of something in another room of the house and *you* guess what it is with questions such as, "Does it begin with *b*?".

Examples:

1. "I'm thinking of something in the kitchen that begins with the letter *s*." (Examples: salt, sugar, sink) Write down the *s* words your child comes up with.	2. "I'm thinking of something in the bathroom that begins with the letter *t*." (Examples: tub, toilet, tissues, toothbrush) Write down the *t* words your child comes up with.
3. "I'm thinking of something in the bedroom that begins with the letter *b*." (Examples: bed, ball, bulb) Write down the *b* words your child comes up with.	3. "I'm thinking of something in the _____ that begins with the letter __."

Learn Together

Activity

19. Labels, Labels, Labels

Why? To help your child read the names of everyday objects.

What? pencil
8½" x 11" paper
scissors
masking tape (second choice: "Scotch" tape, *not* heavy-duty tape)

How?
1. Fold a sheet of paper into eight equal parts.
2. Cut apart the parts.
3. On each part, write the name of an object in your child's room.
4. Tape this label onto the object itself. For example:
   - Tape the word *chair* onto the chair.
   - Tape the word *door* onto the door.
5. Remove the labels.
6. Have your child put them back on.

Here are a few labels to get you started.

chair

lamp

door

bed

Learn Together

Activity

20. Short *A* Sound

Why? To help your child hear the short *a* sound.

What? pencil
paper
scissors
paste
crayons

How?
1. Ask your child to say "apple" a few times.
2. Point out the short *a* sound in "apple".
3. Read the words below that contain short *a*.
4. Draw or find pictures of words that contain the short *a* sound.
5. After you have done the words below, try more on other paper.

apple bat man

hat pan fan

Learn Together

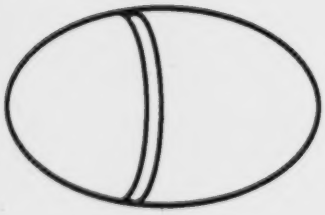
Activity

21. Short *E* Sound

Why? To help your child hear the short *e* sound.

What? pencil
paper
scissors
paste
crayons

How?
1. Ask your child to say "egg" a few times.
2. Point out the short *e* sound in "egg".
3. Read the words below that contain short *e*.
4. Draw or find pictures of words that contain the short *e* sound.
5. After you have done the words below, try more on other paper.



egg red bed

bell jet head

Learn Together

Activity

22. Short *I* Sound

Why? To help your child hear the short *i* sound.

What? pencil
paper
scissors
paste
crayons

How?
1. Ask your child to say "Indian" a few times.
2. Point out the short *i* sound in "Indian".
3. Read the words below that contain short *i*.
4. Draw or find pictures of words that contain the short *i* sound.
5. After you have done the words below, try more on other paper.

Indian mitt hill

pill kid ship

Learn Together

Activity

23. Short *O* Sound

Why? To help your child hear the short *o* sound.

What? pencil
paper
scissors
paste
crayons

How?
1. Ask your child to say "octopus" a few times.
2. Point out the short *o* sound in "octopus".
3. Read the words below that contain short *o*.
4. Draw or find pictures of words that contain the short *o* sound.
5. After you have done the words below, try more on other paper.

octopus box mop

dog sock pop

Learn Together

Activity

24. Short *U* Sound

Why? To help your child hear the short *u* sound.

What? pencil
paper
scissors
paste
crayons

How?
1. Ask your child to say "umbrella" a few times.
2. Point out the short *u* sound in "umbrella".
3. Read the words below that contain short *u*.
4. Draw or find pictures of words that contain the short *u* sound.
5. After you have done the words below, try more on other paper.

umbrella cup bug

bus duck

Learn Together

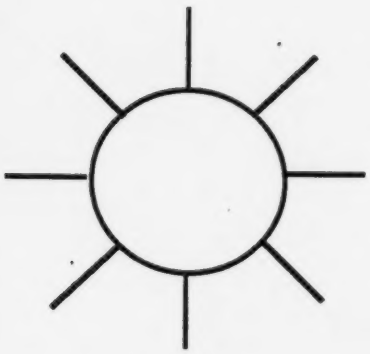
Activity

25. Short Vowel Sounds

Why? To help your child hear the short vowel sounds.

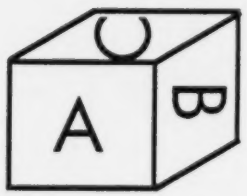
What? pencil, pen, or marker
paper
scissors
paste
newspaper or magazine

How?
1. Find or draw pictures of words that contain a short vowel sound.
2. Label each picture, except don't write the vowel letter.
3. Let your child fill in the missing vowel.
4. Start with the pictures below, then find or draw your own.



s_n

c_t



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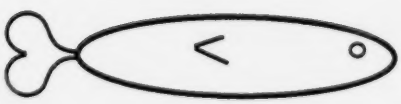

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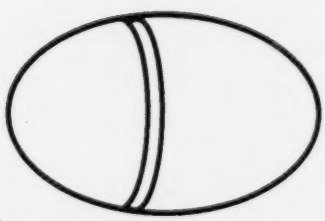

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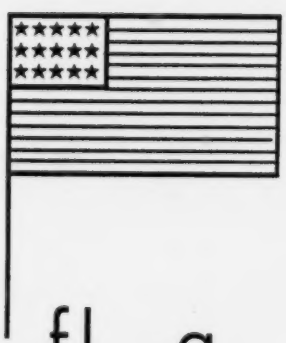

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Learn Together

Activity

26. The Name Game – Short Vowels

Why? To help your child hear the short vowel sounds.

What? pencil

How? 1. Say, "We're going on a trip and these are the people we will take along. Can you name them?"
2. Write a short vowel in the blank for each name.
3. Read the names together.

short *a*	
D__d	P__t
D__n	S__m
M__c	N__n
M__x	__nn
J__ck	M__tt

Read the names.

short *e*	
B__n	__d
T__d	N__d
K__n	N__ll
B__tty	K__lly
L__n	J__ff

Read the names.

short *i*	
B__ll	J__ll
K__m	R__ck
D__ck	W__ll
T__m	L__z
S__d	J__m

Read the names.

short *o*	
B__b	D__c
T__dd	D__n
D__t	T__m
B__nnie	R__n
C__nnie	J__hn

Read the names.

short *u*	
H__ck	B__d
B__ck	J__dd
R__ss	Ch__ck

Read the names.

Learn Together

Activity

27. Long Vowels

Why? To help your child learn the long vowel sounds.

How?
1. Remember this:
   If a vowel in a word says its own name — *a, e, i, o, u* —
   it has a long vowel sound.
2. Remember this, too:
   If two vowels are together in a word,
   the first vowel is usually long and second vowel is silent.
3. Read the word list below with your child.
4. With your child, write the long vowel sound next to the word.

Write the vowel sound you hear in each word.

boat	___	dream	___
coat	___	meat	___
maid	___	jeans	___
paid	___	please	___
gain	___	mean	___
train	___	beach	___
meal	___	soak	___
seal	___	music	___
toe	___	road	___
toast	___	clue	___
read	___	rain	___

Learn Together

Activity

28. Sight Words

Why? To help your child learn to read sight words.

How?
1. Ask your child to read the **First 100** sight words below.*
2. If your child can read most of these words, ask him or her to read the **Second 100** sight words.
3. If your child can read most of the second list, ask him or her to read the **Third 100** sight words.

The First 100

Group 1a		Group 1b		Group 1c		Group 1d	
the	for	or	your	will	would	number	oil
of	on	one	can	up	make	no	now
and	are	had	said	other	like	way	find
a	as	by	there	about	him	could	long
to	with	word	use	out	into	people	down
in	his	but	an	many	time	my	day
is	they	not	each	then	has	than	did
you	I	what	which	them	look	first	get
that	at	all	she	these	two	water	come
it	be	were	do	so	more	been	made
he	this	we	how	some	write	call	may
was	have	when	their	her	go	who	part
	from		if		see		over

The Second 100

Group 2a		Group 2b		Group 2c		Group 2d	
new	give	great	same	put	here	kind	point
sound	most	where	tell	end	why	hand	page
take	very	help	boy	does	ask	picture	letter
only	after	through	follow	another	went	again	mother
little	thing	much	came	well	men	change	answer
work	our	before	want	large	read	off	found
know	just	line	show	must	need	play	study
place	name	right	also	big	land	spell	still
year	good	too	around	even	different	air	learn
live	sentence	mean	form	such	home	away	should
me	man	old	three	because	us	animal	America
back	think	any	small	turn	move	house	world
	say		set		try		high

The Third 100

Group 3a		Group 3b		Group 3c		Group 3d	
every	keep	left	example	until	took	idea	sometime
near	tree	don't	begin	children	river	enough	mountain
add	never	few	life	side	four	eat	cut
food	start	while	always	feet	carry	face	young
between	city	along	those	car	state	watch	talk
own	earth	might	both	mile	once	far	soon
below	eye	close	paper	night	book	Indian	list
country	light	something	together	walk	hear	real	song
plant	thought	seem	got	white	stop	almost	leave
last	head	next	group	sea	without	let	family
school	under	hard	often	began	second	above	body
father	story	open	run	grow	late	girl	music
	saw		important		miss		color

* This "New Instant Word List," by Edward Fry, was reprinted with permission of Edward Fry and the International Reading Association from *The Reading Teacher*, December 1980.

Learn Together

Activity

29. Long Vowel Words

Why? To help your child learn to the sounds of long vowel words.

What? pencil
sight word list (Activity #28)

How? Here is a list of ways a long vowel sound could be spelled:

long a:	ai	ay	ey	ea	a__e
long e:	ea	ee	y, ey	e	e__e
long i:	ie*	y	igh	i	i__e
long o:	oa	o	ow	oe	o__e
long u:	o	ew	oo	ough	u__e

1. Using the Sight Words list in Activity #28, find a word that uses each long vowel spelling listed below.
2. Write out each long vowel word in the given space.

*May be *ei* in people's names.

Long *a*

ai _____
ay _____
ey _____
ea _____
a__e _____

Long *e*

ie _____
y _____
igh _____
i _____
i__e _____

Long *i*

ea _____
ee _____
y _____
e _____
e__e _____

Long *o*

oa _____
o _____
ow _____
oe _____
o__e _____

Long *u*

o _____
ew _____
oo _____
ough _____
u__e _____

Learn Together

Activity

30. The Name Game – Long Vowels

Why? To help your child hear the long vowel sounds.

What? pencil

How? 1. Say, "We're going on a trip and these are the people we will take along. Can you name them?"
2. Write a long vowel in the blank for each name.
3. Read the names together.

long *a*

ay	ai
J__y	G__il
F__y	a-e
K__y	J__ne
M__y	D__ve

Read the names.

long *e*

ea	ey
J__an	Mick_y
ee	e-e
L__e	P__te
R__ed	St__ve

Read the names.

long *i*

i	y
__ke	Sl__
M__ke	M__ra
He__di	Cl__de
Lev__	K__le

Read the names.

long *o*

oa	Jer__me
J__an	o (at the end of a word)
o-e	
R__se	J__
J__e	B__

Read the names.

long *u*

u-e	eu
J__ne	Re__ben
D__ke	ou
L__ke	Lo__
	Lo__ise

Read the names.

Learn Together

Activity

31. The Vowel Sounds of *Y*

Why? To help your child hear the various vowel sounds of *y*.

What? pencil

How? 1. Say, "We're going on a trip and these are the people we will take along. Can you name them?"
2. Write a *y* in the blank for each name.
3. Read the names.

y = long *i*
Sl__
T__rone
Gu__
Read the names.

y = short *i*
C__nthia
S__lvia
S__lvester
L__nn
Read the names.

y = long *e*
Bill__
Mar__
Kath__
Wend__
Tomm__
Read the names.

Learn Together

Activity

32. Silent *E* Words

Why? To help your child know how the silent *e* works in words.

What? pencil
scissors
paste
newspaper
magazine

How? Remember: In most word with the vowel-consonant-*e* pattern, the *e* is silent. The silent *e* makes the vowel that comes before it long.

1. The list of silent *e* words below are words you might find in the food section of a newspaper. With your child, find the words in a newspaper or magazine.
2. Cut the words out and paste them next to the words.

sale	make
tire	Tide
Coke	time
price	Sprite

Learn Together

Activity

33. Short and Long Vowel Sounds

Why? To help your child "hear" the short and long vowel sounds.

What? pencil

How? 1. With your child, say the words on the list below.
2. Write the words under the heading for long or short vowel sounds.

Which words contain a long vowel sound and which contain a short vowel sound?

rip	bit	dim	cat
Tim	dime	bite	pin
cut	hop	us	pine
cute	hope	use	fat
time	pet	win	fate
ripe	Pete	wine	cake

Short Vowel Words	Long Vowel Words

Learn Together

Activity

34. Common Word Families

Why? To help your child learn rhyming words from some common word families.

How? Ask your child to read the words in each word family below.

at	an	ab	ail	all	ake	and	ank
bat	ban	cab	bail	ball	bake	band	bank
cat	can	job	fail	call	cake	hand	sank
fat	fan	lab	jail	fall	fake	land	tank
hat	man	tab	mail	hall	lake	sand	blank
rat	pan	crab	nail	mall	make	brand	crank
sat	ran	flab	sail	tall	rake	grand	drank
brat	tan		tail	stall	sake	stand	spank
flat	van		frail		take		
	plan		trail		wake		
					shake		
					snake		

en	ell	ess	et	ill	ip	ive	oat
den	bell	less	bet	bill	dip	dive	boat
hen	fell	mess	get	fill	hip	hive	coat
men	hell	bless	jet	hill	lip	five	goat
pen	sell	chess	let	kill	nip	live	bloat
ten	tell	dress	met	mill	rip	drive	float
then	well		net	drill	sip		
when	yell		pet	still	ship		
	shell		wet		slip		
	smell				trip		
	spell				whip		

ook	op	ot		ug	un	un
book	cop	cot	plot	bug	up	bun
cook	hop	dot	shot	dug	cup	fun
hook	mop	got	slot	hug	pup	gun
look	pop	hot	spot	jug		nun
nook	top	lot	trot	mug		run
took	flop	not		plug		sun
crook	crop	pot		drug		shun
shook	drop	rot				stun
	prop	tot				
	stop	blot				
		clot				

Learn Together

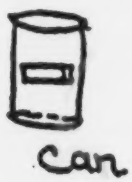
Activity

35. Vowel Sounds in Rhyming Words

Why? To help your child understand the idea of rhyming words.

What? pencil
scissors
magazine
crayons

How? 1. Read the word under each picture below.
2. Draw or find a picture of a word that rhymes with the picture words. Then write that word.

Draw or paste pictures of the rhyming words on this side. Then write each word.	Draw or paste pictures of the rhyming words on this side. Then write each word.
can 	cat
ball	boat
cake	jet
mop	ring

Learn Together

Activity

36. Word Family Flowers

Why? To help your child write rhyming words.

What? pencil

How?
1. See how the flower in the first box was started. The center of the flower shows the letters of one word family. The petals show words that rhyme because they use the word family letters.
2. Draw more petals and write a word that rhymes with the other words in that family.
3. Draw petals out of the other flower centers and write words that rhyme in each word family.

	at	all
ake	ive	ell
ug	un	ail
ot	et	op

Learn Together

Activity

37. Sound of *C*

Why? To help your child understand the soft and hard sounds of *c*.

What? pencil
Sight Words list (#28)

How? Remember: Sometimes the letter c sounds like *k*. This is the "hard sound" of *c*. But if the letter *c* is followed by *e*, *i*, or *y*, it has an *s* sound. This is the "soft sound" of *c*.

1. Read each word below with your child.
2. Beside each word there is an *s* (for the soft sound) and a *k* (for the hard sound).
3. Have your child circle the sound (*s* or *k*) that the letter *c* represents.
4. Use words with the letter *c* from the Sight Words list in Activity #28 or use any other *c* words you can find to add to the list. Write them on the other side of this paper or on other paper.

1.	can	s	k
2.	could	s	k
3.	call	s	k
4.	come	s	k
5.	place	s	k
6.	came	s	k
7.	close	s	k
8.	because	s	k
9.	face	s	k
10.	color	s	k
11.	sentence	s	k
12.	city	s	k
13.	cut	s	k
14.	center	s	k
15.	second	s	k

Learn Together

Activity

38. Sound of *G*

Why? To help your child understand the soft and hard sounds of *g*.

What? pencil
Sight Words list (#28)

How? Remember: If the letter *g* is followed by *e*, *i*, or *y*, it has a "soft sound." If the letter *g* is followed by any other letter, it has a "hard sound."

1. Read each word below with your child.
2. Beside each word there is an *j* (for the soft sound) and a *g* (for the hard sound).
3. Have your child circle the sound (*j* or *g*) that the letter *g* represents.
4. Use words with the letter *g* from the Sight Words list in Activity #28 or use any other *g* words you can find to add to the list. Write them on the other side of this paper or on other paper.

1.	got	j	g
2.	gum	j	g
3.	cage	j	g
4.	gym	j	g
5.	gas	j	g
6.	giant	j	g
7.	gentle	j	g
8.	page	j	g
9.	magic	j	g
10.	bridge	j	g
11.	goat	j	g
12.	angel	j	g
13.	guitar	j	g
14.	orange	j	g
15.	gem	j	g

Learn Together

Activity

39. Consonant Blends Including *R*

br	gr
cr	pr
dr	tr
fr	

Why? To help your child understand two-letter consonant blends where the second letter is an *r*.

What? pencil or crayons
magazine
scissors
paste

How? 1. Read each word below with your child.
2. Draw or find a picture of each word and paste it beside the word.

Draw or paste pictures of the words on this side.

grapes

pretzel

broom

dress

Draw or paste pictures of the words on this side.

train

tree

crayon

frog

Learn Together

Activity

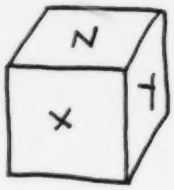
40. Consonant Blends Including *L*

bl	gl
cl	pl
fl	sl

Why? To help your child understand two-letter consonant blends where the second letter is an *l*.

What? pencil or crayons
magazine
scissors
paste

How? 1. Read each word below with your child.
2. Draw or find a picture of each word and paste it beside the word.

Draw or paste pictures of the words on this side.	Draw or paste pictures of the words on this side.
block 	plate
clown	sleeve
flower	fly
glove	slide

Learn Together

Activity

41. More Consonant Blends

Why? To help your child understand some common two-letter consonant blends other than those including *r* and *l*.

sc	sp
sk	st
sm	sw
sn	tw

What? pencil or crayons
magazine
scissors
paste

How? 1. Read each word below with your child.
2. Draw or find a picture of each word and paste it beside the word.

Draw or paste pictures of the words on this side.

sneaker

smile

twelve

scarf

Draw or paste pictures of the words on this side.

spoon

star

skates

swing

Learn Together

Activity

42. Three-Letter Consonant Blends

scr squ
spl str
spr thr

Why? To help your child understand three-letter consonant blends.

What? pencil or crayons
magazine
scissors
paste

How? 1. Read each word below with your child.
2. Draw or find a picture of each word and paste it beside the word.

Draw or paste pictures of the words on this side.	Draw or paste pictures of the words on this side.
three	screw
string	spray
squirrel	splash

Learn Together

Activity

43. Lots of Consonant Blends

Why? To help your child understand the common two- and three-letter consonant blends.

What? pencil

How? 1. With your child, look at each consonant blend below.
2. To the right of each blend, write a word that contains that set of two or three letters.

Write a word that has each set of letters in it on this side.		Write a word that has each set of letters in it on this side.	
br	oom	sc	ale
br		sc	
bl		sm	
cr		sn	
cl		sp	
dr		st	
fr		sw	
fl		squ	
gr		scr	
pr		spl	
pl		spr	
tr		str	
sl		thr	

Learn Together

Activity

44. Digraphs

Why? To help your child understand the sounds of digraphs.

What? pencil or crayons
magazine
scissors
paste

ch
sh
th
wh

How? Remember: The digraphs are *ch, sh, th,* and *wh.* Go over the sounds of these letter sets before doing this activity.

1. Read each word below with your child. As you read the words, stress the diagraph sounds (*ch, sh, th, wh*).
2. Draw or find a picture of each word and paste it beside the word.

Draw or paste pictures of the words on this side.	Draw or paste pictures of the words on this side.
cheese	thumb
chair	teeth
shoe	wheel
fish	whale

Learn Together

Activity

45. Lots of Digraphs

Why? To help your child understand the digraphs by writing words. that contain them.

What? pencil

How? 1. With your child, look at each digraph below.

2. To the right of each blend, write a word that contains that set of letters. The digraph can be at t he beginning, middle, or end of the word that you think of. You will see each one more than one time.

Write a word that has each set of letters in it on this side.	Write a word that has each set of letters in it on this side.
ch eese	sh ort
ch	sh
sh	ch
th	th
wh	sh
sh	sh
wh	wh
th	th
ch	ch
sh	th

Learn Together

Activity

46. Sight Words Everywhere

Why? To help your child know some common words by sight.

What? scissors
newspapers or magazines
paste

How?
1. Look at the headlines and big print in newspapers and magazines.
2. Have your child cut out short words that he or she knows right away just by looking at them.
3. Paste the words on this paper or any other paper.
4. Read the words together.

Paste the words here.

Learn Together

Activity

47. Word Concentration

Why? To develop sight word reading and have fun.

What? pencil
3" by 5" cards
sight word list in Activity #28

How?
1. Pick 10 to 12 words from the sight word list.
2. Print each word on two different 3" by 5" cards.
3. Set the cards face down on the table.
4. The first player turns over any two cards.
5. If the cards match, the player leaves them face up.
6. If the cards don't match, the player puts them back face down.
7. The player who gets the most matches wins.

Here is what your game might look like when all the matches have been found.

see	see	the	are	car	do
was	hand	off	the	car	well
are	hand	off	was	go	make
here	make	well	go	here	do

Learn Together

Activity

48. Word Bingo

Why? To develop sight word reading and have fun.

What? pencil
paper
sight word list in Activity #28

How?
1. In each block below, write a word from the sight word list in Activity #28.
2. Cut smaller squares from another sheet of paper.
3. Use these squares to cover the words during the game.
4. Point to a word in a bingo block. As your child reads the word, let him or her cover the block with one of the smaller squares.
5. When all the blocks are covered, the child has "bingo!"

Learn Together

Activity

49. Compound Word Pictures

Why? To help your child understand compound words.

What? pencil
paper
scissors
magazine
paste

How? Remember what a compound word is — two words put together to form a larger word.

1. Read over the list of compound words below.
2. Choose some compound words for which you and your child can draw or find pictures.
3. Draw or paste the pictures on another sheet of paper.
4. Under each picture, write a sentence for each compound word.

to	+	day	=	today
air	+	plane	=	airplane
every	+	thing	=	everything
news	+	paper	=	newspaper
be	+	side	=	beside
some	+	thing	=	something
rain	+	coat	=	raincoat
mail	+	man	=	mailman
rail	+	road	=	railroad
bath	+	tub	=	bathtub
drum	+	stick	=	drumstick
star	+	fish	=	starfish
sun	+	shine	=	sunshine
pop	+	corn	=	popcorn
pan	+	cake	=	pancake
snow	+	flake	=	snowflake
week	+	end	=	weekend

hand	+	bag	=	handbag
dust	+	pan	=	dustpan
neck	+	tie	=	necktie
sail	+	boat	=	sailboat
base	+	ball	=	baseball
foot	+	ball	=	football
rain	+	bow	=	rainbow

Here is what your paper might look like.

pancake

I like pancakes.

Learn Together

Activity

50. Contractions – Matching

Why? To help your child understand contractions.

What? pencil
paper

How? Remember what a contraction is — a short way of saying or writing two words. In a contraction, one or more letters are dropped and an apostrophe takes the place of those letters.

1. In each box below there are two lists. The first lists two words that can be made into a contraction. The second list is of contractions. Draw a line from each set of two words to the contraction it makes.
2. On other paper, make a list of all the contractions, like this: is + not = isn't — and so on with all the contractions.

is not are not did not was not does not will not	didn't doesn't aren't won't isn't wasn't
she is he is it is I am that is let us	he's it's she's let's I'm that's
could not would not should not can not	wouldn't can't shouldn't couldn't
it will she will I will he will we will they will	I'll she'll I'll they'll it'll he'll
were not had not	hadn't weren't

Learn Together

Activity

51. Days and Months

Why? To help your child understand abbreviations for the days of the week and months of the year.

What? pencil

How? Remember, an abbreviation is a short way of writing a word. It contains some of the same letters and ends in a period.

In each box below, there are two lists. The list on the left shows how days of the week or months of the year are spelled out in full. The list on the right shows their abbreviations, but not in the same order. Draw a line from the day or month to its abbreviation. Notice that not all the months have an abbreviation.

Days		Months	
Sunday	Thurs.	January	Apr.
Monday	Wed.	February	Jan.
Tuesday	Fri.	March	Mar.
Wednesday	Tues.	April	June
Thursday	Sun.	May	Feb.
Friday	Sat.	June	May
Saturday	Mon.	July	Sept.
		August	Oct.
		September	Dec.
		October	Nov.
		November	July
		December	Aug.

Learn Together

Activity

52. Writing Days and Months

Why? To help your child practice writing the days of the week and months of the year.

What? pencil

How? 1. Beside each abbreviation below, write out the full word.
2. Read each name of a day and month together with your child.

Days		Months	
Sun.	Sunday	Jan.	
Mon.		Feb.	
Tues.		Mar.	
Wed.		Apr.	
Thurs.		May	
Fri.		June	
Sat.		July	
Sun.		Aug.	
		Sept.	
		Oct.	
		Nov.	
		Dec.	

Learn Together

Activity

53. The Five W's

Why? To help your child understand what he or she reads

What? pencil
paper (if your child would rather write answers than say them)
book

How? 1. Read a nursery rhyme or story with your child.
2. After reading, ask your child these five questions:
***Who** are the main characters?*
***Where** did the story take place?*
***When** did the story take place?*
***What** happened in the story?*
***Why** did the event take place?*

Here is how the five W's would go for "Jack and Jill."

Read the nursery rhyme (or story):

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

Your questions:

① **Who** are the main characters?

② **Where** did the story take place?

③ **When** did the story take place?

④ **What** happened in the story?

⑤ **Why** did the event take place?

Learn Together

Activity

54. Reading for Meaning

Why? To help your child understand what he or she reads

What? books
magazines
newspaper

How?
1. Pick a paragraph from a book, magazine, or newspaper.
2. Read the paragraph before your child does and think of some questions about the meaning of the paragraph.
3. Read the paragraph out loud with your child. Talk about the answers to the questions as you read.
4. You can also have your child read the paragraph(s) silently to answer the questions.

Here is how you might make questions for a sample paragraph called "Our New Neighbor."

The house next door has been empty for months, but finally someone is planning to move in. A magician! I can't wait to see what magical things he'll bring. Maybe he'll do a free show for his new neighbors.

A sample pre-reading question:

Who is the new neighbor?

Sample pre-reading or after-reading questions:

Where is the empty house?

What might the new neighbor do?

Now, think of a question of your own.

Learn Together · Activity

55. Writing Messages

Why? To help your child develop writing and reading skills.

What? pencil
paper

How?
1. Fold a piece of paper into six or eight blocks. Cut or tear the paper so that you have six or eight little pieces of paper.
2. You and your child write some notes to each other in which you say something nice. Try writing a note each day for a week or so.
3. You might want to put notes in your children's lunch if you pack it, or next to the child's plate at breakfast or dinner as a surprise.

This is only a sample. Write your own notes to each other on other paper.

I love you, Mommy.	Have a nice day.
I like your dress.	Your shirt is a pretty color.
The pizza was great.	Thank you for picking up your toys.

Learn Together

Activity

56. Missing Words

Why? To help improve your child's writing and reading skills.

What? a nursery rhyme book (or other children's book)
pencil
paper

How? Start with the samples below. Then make more of your own.

1. Copy a nursery rhyme from the book, but leave out a word or two from each line.
2. Have your child write the missing words. If needed, your child may use the book to find the missing word.

Here are two samples. Do more nursery rhymes here and on other paper.

Jack and Jill _____
up the _____to
fetch a pail of
_____. Jack fell
_____ and broke his
_____ and Jill came
tumbling _____.

Jack be _____.
Jack be _____.
Jack _____ over
the _____.

Try one of your own here.

Learn Together

Activity

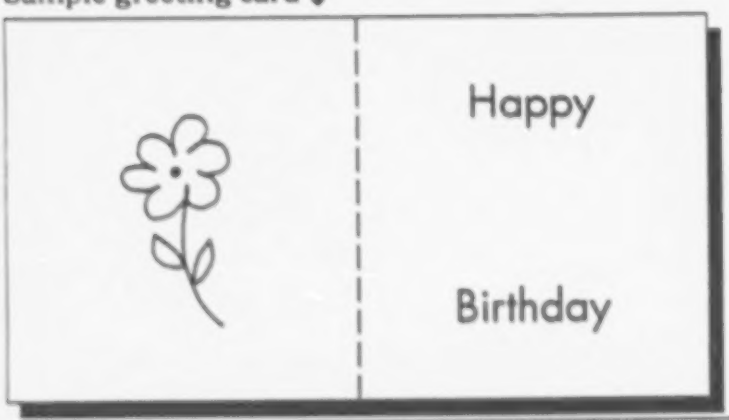
57. Cards and Letters

Why? To help your child write a greeting card or letter to someone.

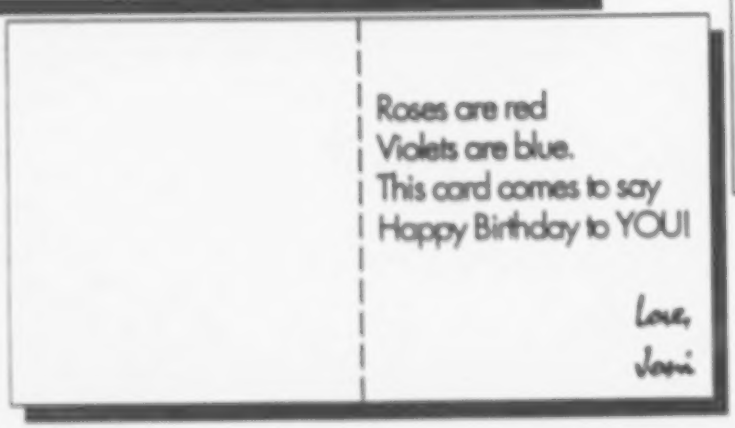
What? pencil
paper
crayons
envelope
stamp (if you want)

How?
1. For a letter, use a whole sheet of paper.
2. For a greeting card, fold the paper into two equal parts. Cut or tear apart the two parts. Fold the two halves in half again.
3. Think of a person to send a greeting card or letter to.
4. If it will be a card, decide what kind you want to make for that person—birthday, get well, graduation, or any other kind. On the front of the card, draw a picture. On the inside of the card, write a message.
5. For a letter, write some news to the person and sign your name.
6. Write the person's address on the envelope.
8. Take the card to the person or mail it with a stamp on it.

Sample greeting card ↓



Front



Inside

Sample letter ↓

456 Main Street
Any City, USA 12345
January 30, 1999

Dear Grandmom,
How are you? I am fine.
I have a new blue bike. Can you come and see it?
Write soon.

Love,
Tom

Learn Together

Activity

58. Story Lines

Why? To help improve reading and writing skills.

What? pencil
paper

How?
1. The parent makes up the first line of a story and writes it down.
2. The child makes up the second line of the story and writes it down.
3. The parent writes the third line.
4. Take turns writing a line until the story has an ending.

Here is the beginning of a story to get you started. Finish it, then try your own on other paper.

Parent: Once upon a time there was a big, shaggy, brown dog and a little boy.

Child: The little boy and the dog are friends.

Parent: _____
_____

Child: _____
_____

Parent: _____
_____

Child: _____
_____

Parent: _____
_____

Child: _____
_____

Learn Together

Activity

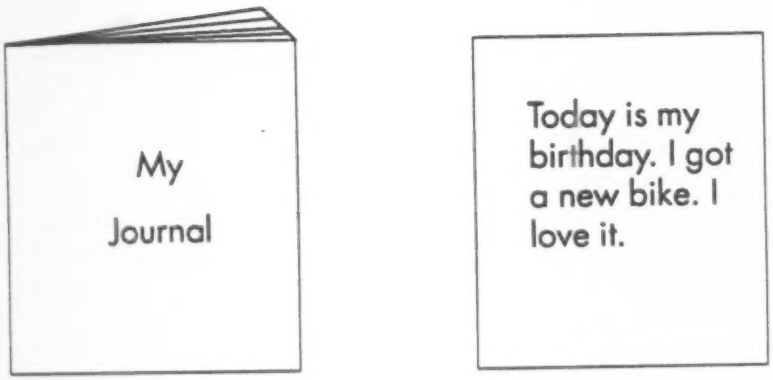
59. Journals

Why? To help improve reading and writing skills.

What? pencils
writing books

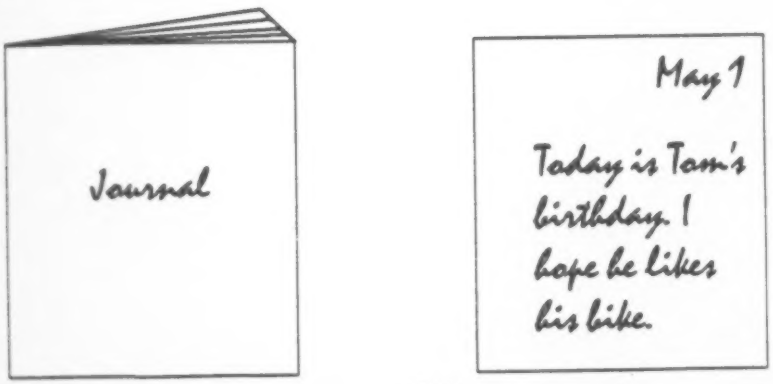
How?
1. Each day, you and your child write in a writing book or note book that you made or bought. This is your journal, and you should each have your own.
2. You want to write about favorite toys, games, pets, or what happened that day.
3. You may want to do free writing—about anything on your mind.
4. On some days, you and your child may want to read your journal writings to each other. Or, if you want, keep your writing to yourself.

Child's journal



Journal pages

Parent's journal



Learn Together

Activity

60. Sentences

Why? To help your child write sentences.

What? pencil
paper

How?
1. Read the sample sentences below. See how each new sentence adds a word to the sentence before.
2. On other paper, write a short sentence yourself.
3. Help your child add one word to anywhere in the sentence to add meaning. Write that new sentence.
4. Keep adding words to make new sentences until you can't think of any more words to add.

1. Tom sang.

2. Tom sang loudly.

3. Tall Tom sang loudly.

4. Tall Tom sang loudly today.

5. Tall Tom sang loudly today in the shower.

Learn Together

Activity

61. Newspaper Headlines

Why? To help improve reading and writing skills.

What? a newspaper
pencil
paper

How?
1. Have your child choose a newspaper headline that he or she can read.
2. You and your child each write down what you think the main idea of the article will be.
3. Read the real newspaper article together.
4. Compare what you each wrote with the newspaper article.
5. Whose "main idea" was correct?

Here is a sample of this activity.

Newspaper headline:

> **Everybody say 'cheese!'**

Child writes:

The story is about a class picture.

Parent writes:

The article is about different kinds of cheeses.

(The child was correct. The article was about a group of children getting their picture taken at school.)

Learn Together

Activity

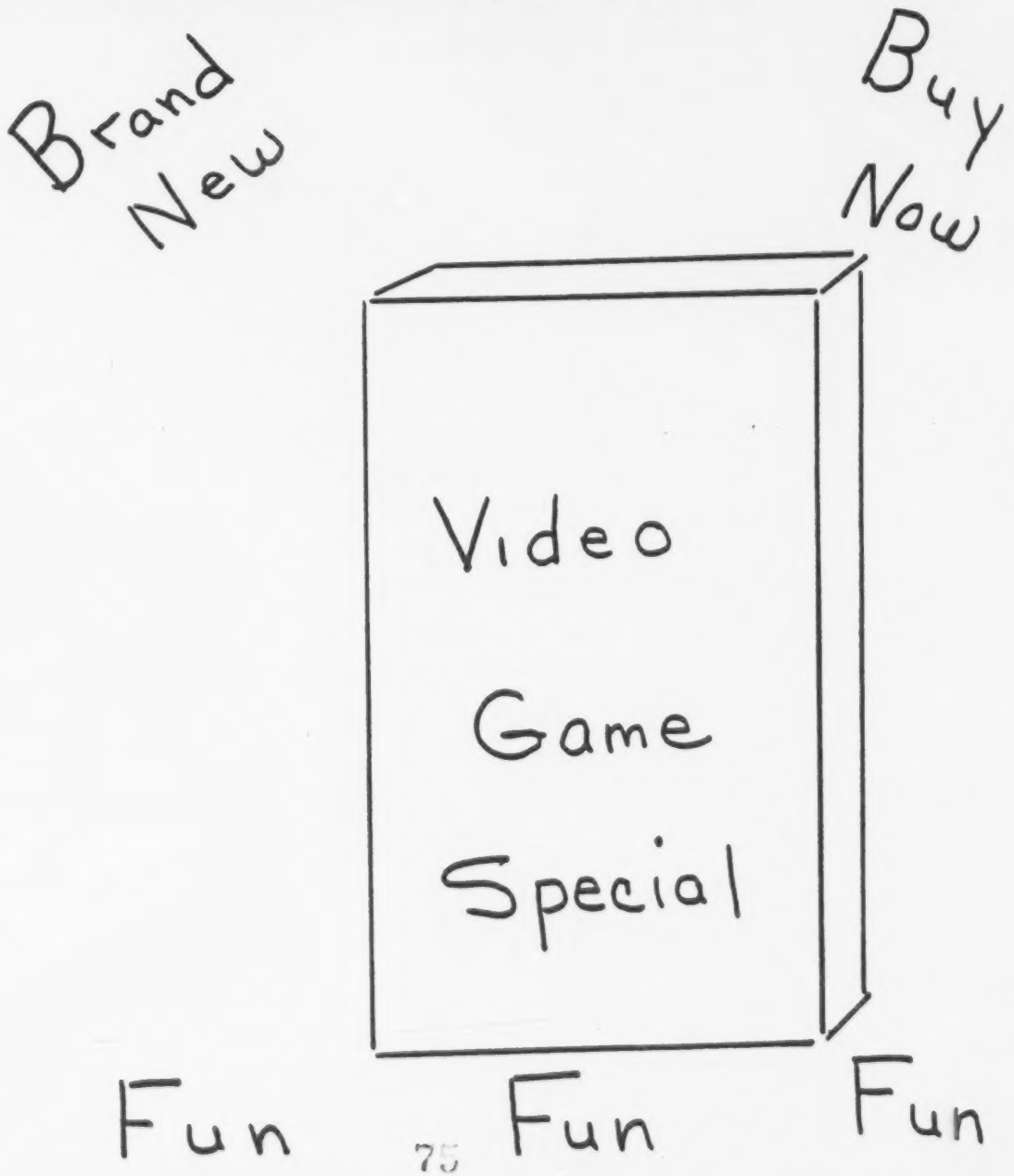
62. Ads

Why? To help improve reading and writing skills.

What? pencil
crayons
paper

How? Choose a toy or game and make up a newspaper ad for it.

Here is how one parent and child made up an ad for a video game.



Learn Together

Activity

63. New Endings

Why? To help improve reading, writing, and thinking skills.

What? a book
pencil
paper

How?
1. Read a story to your child that you both know well.
2. Stop reading just before the ending.
3. Have your child write a different ending to the story.
4. Read the story with the new ending.

Here is a sample of a story with a new ending.

Cinderella

The prince tried the glass slipper on Cinderella and one of her ugly stepsisters. The slipper fit them both! The prince was upset. How would he choose his bride? Which one would become the princess? He thought and thought. Finally, he said that he would return the next day with three questions, and whoever could answer the three questions would be his bride.

Learn Together

Activity

64. Counting

Why? To teach or review how to count.

What? pencil

How? 1. Teach or review the following with your child:

These are the numbers from 1 to 10:

1 2 3 4 5

6 7 8 9 10

2. Count the dots to understand what each number means.

1 •

2 • •

3 • • •

4 • • • •

5 • • • • •

6 • • • • • •

7 • • • • • • •

8 • • • • • • • •

9 • • • • • • • • •

10 • • • • • • • • • •

Learn Together

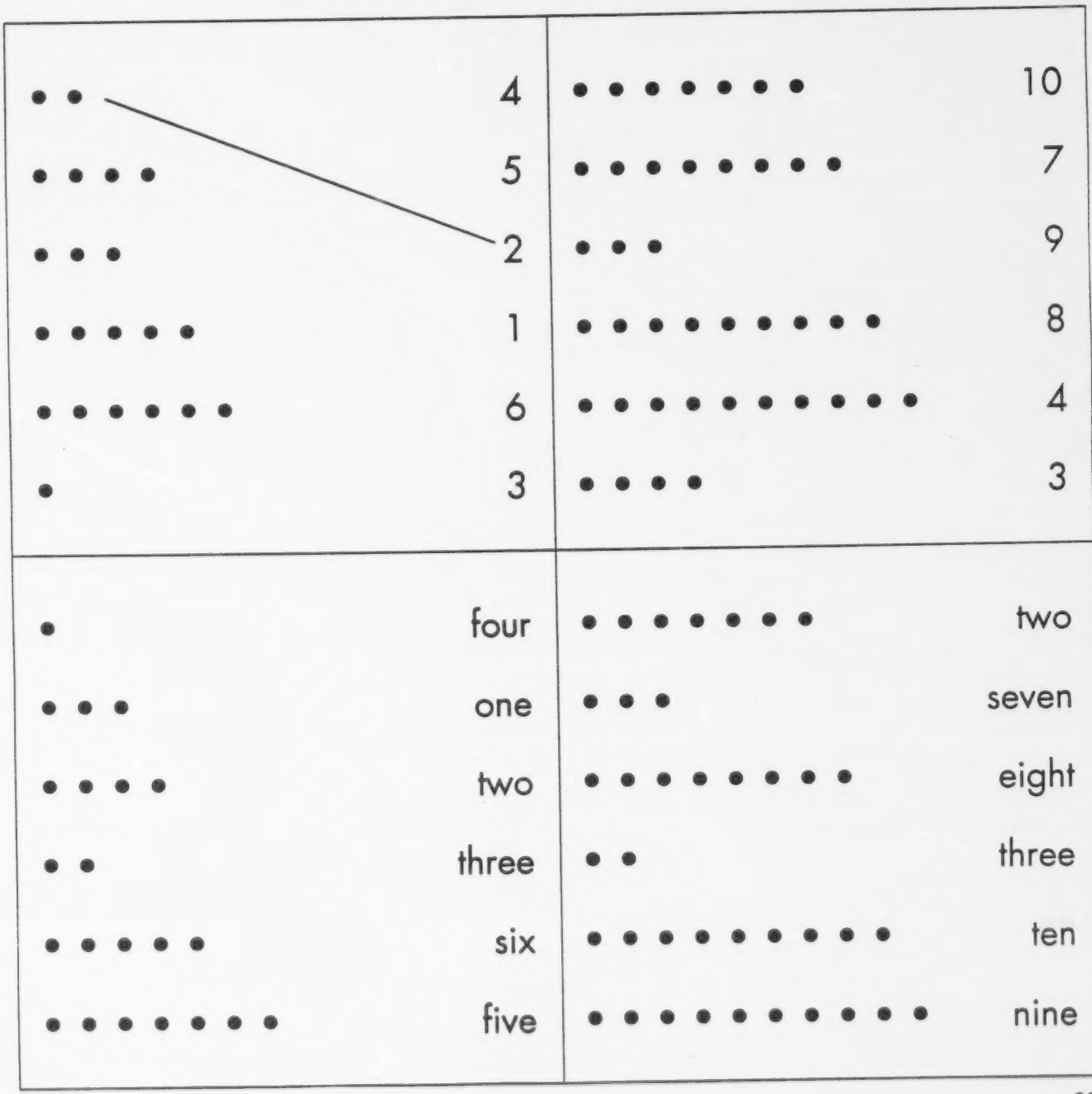
Activity

65. Matching Numbers

Why? To help understand numbers.

What? pencil

How? 1. Count the dots in each line.
2. Draw a line from the dots the number or number word that tells how many dots. One is done for you.



Learn Together

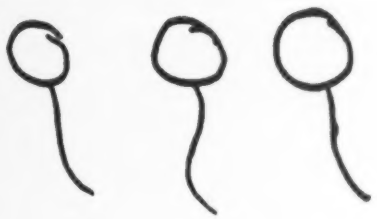
Activity

66. How Many?

Why? To help understand numbers.

What? pencil

How? Draw a picture for each number word and number in each section below. One is done for you.

three 3 	six 6
four 4	two 2
seven 7	one 1

Learn Together

Activity

67. Missing Numbers and Words

Why? To help understand numbers and number words.

What? pencil
paper

How? 1. Fill in the missing numbers, dots, and number words below.
2. Try making a chart of your own with different numbers, dots, and number words missing.

Write the missing numbers, dots, and number words.

1	•	one	first
	••	two	
3			third
4	••••		
5			fifth
	••••••		
7		seven	
		eight	eighth
9	•••••••••		
		ten	

Learn Together

Activity

68. Before and After

Why? To help understand number sequence.

What? pencil

How? Have your child write the numbers that come before and after each number written in the middle column. The first one is done for you.

Before		After	Before		After
1	2	3		11	
	3			12	
	4			13	
	5			14	
	6			15	
	7			16	
	8			17	
	9			18	
	10			19	

Learn Together

Activity

69. Greater Than and Less Than

Why? To help understand the ideas of "greater than" and "less than."

What? pencil

How? Between each set of numbers, tell which number is greater than or less than the other number.

- If the first number is greater than the second number, write >.
- If the first number is less than the second number, write <.

The first one is done for you.

1	<	9	26	27
2		8	19	20
3		4	18	30
4		3	17	16
5		2	42	44
6		5	71	88
7		4	84	85
8		9	99	100
9		1	33	6

Learn Together

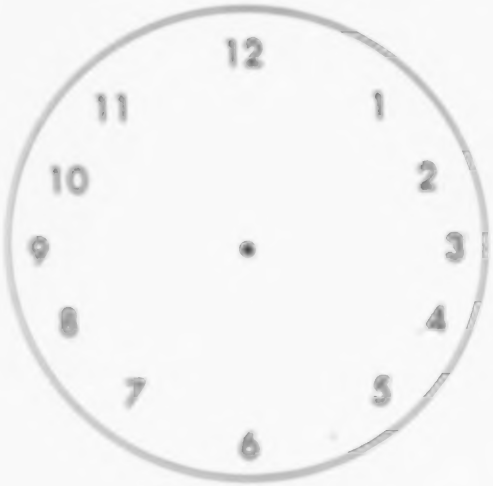
Activity

70. Clocks

Why? To help understand the time.

What? pencil

How? Have your child draw hands on the clocks to show the time he or she (a) gets up in the morning, (b) goes to bed, (c) eats breakfast, and (d) eats dinner.



Time to get up

Time for breakfast

Time for dinner

Bedtime

Learn Together

Activity

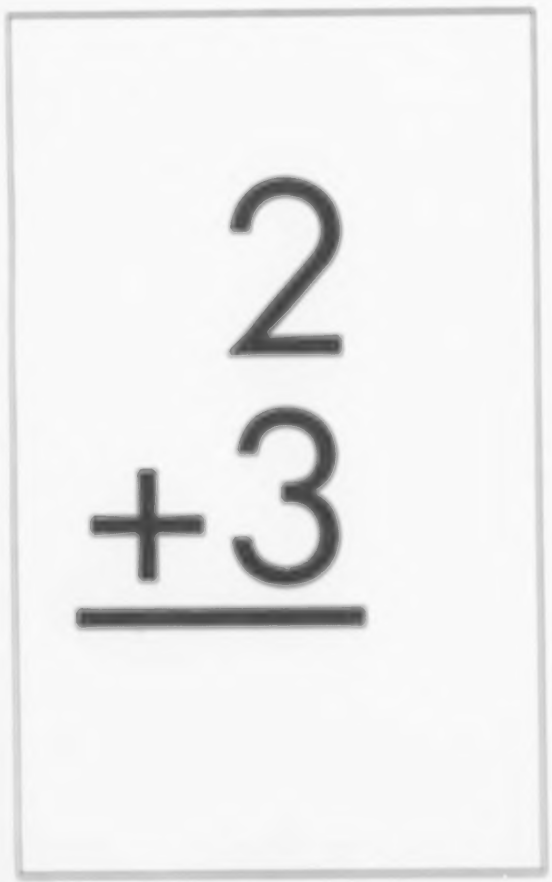
71. Flash Cards

Why? To help your child learn basic arithmetic facts.

What? paper or 3" x 5" cards
pencil
number fact charts: • addition • subtraction • multiplication • division

How?
1. Start with 10 number fact cards. Cut them out of a piece of paper or use 3" x 5" cards.
2. On each card write a number problem on one side.
3. On the back of the card, write the answer to the number problem.
4. Show your child the number problem side of the card. Ask your child to tell the answer. Check his or her answer with the answer on the back.
5. Gradually add more cards to your collection.

Here is what one flash card will look like:



front

back

Addition Facts

1 + 0 = 1 1 + 1 = 2 1 + 2 = 3 1 + 3 = 4 1 + 4 = 5 1 + 5 = 6 1 + 6 = 7 1 + 7 = 8 1 + 8 = 9 1 + 9 = 10 1 + 10 = 11 1 + 11 = 12 1 + 12 = 13	2 + 0 = 2 2 + 1 = 3 2 + 2 = 4 2 + 3 = 5 2 + 4 = 6 2 + 5 = 7 2 + 6 = 8 2 + 7 = 9 2 + 8 = 10 2 + 9 = 11 2 + 10 = 12 2 + 11 = 13 2 + 12 = 14	3 + 0 = 3 3 + 1 = 4 3 + 2 = 5 3 + 3 = 6 3 + 4 = 7 3 + 5 = 8 3 + 6 = 9 3 + 7 = 10 3 + 8 = 11 3 + 9 = 12 3 + 10 = 13 3 + 11 = 14 3 + 12 = 15
4 + 0 = 4 4 + 1 = 5 4 + 2 = 6 4 + 3 = 7 4 + 4 = 8 4 + 5 = 9 4 + 6 = 10 4 + 7 = 11 4 + 8 = 12 4 + 9 = 13 4 + 10 = 14 4 + 11 = 15 4 + 12 = 16	5 + 0 = 5 5 + 1 = 6 5 + 2 = 7 5 + 3 = 8 5 + 4 = 9 5 + 5 = 10 5 + 6 = 11 5 + 7 = 12 5 + 8 = 13 5 + 9 = 14 5 + 10 = 15 5 + 11 = 16 5 + 12 = 17	6 + 0 = 6 6 + 1 = 7 6 + 2 = 8 6 + 3 = 9 6 + 4 = 10 6 + 5 = 11 6 + 6 = 12 6 + 7 = 13 6 + 8 = 14 6 + 9 = 15 6 + 10 = 16 6 + 11 = 17 6 + 12 = 18
7 + 0 = 7 7 + 1 = 8 7 + 2 = 9 7 + 3 = 10 7 + 4 = 11 7 + 5 = 12 7 + 6 = 13 7 + 7 = 14 7 + 8 = 15 7 + 9 = 16 7 + 10 = 17 7 + 11 = 18 7 + 12 = 19	8 + 0 = 8 8 + 1 = 9 8 + 2 = 10 8 + 3 = 11 8 + 4 = 12 8 + 5 = 13 8 + 6 = 14 8 + 7 = 15 8 + 8 = 16 8 + 9 = 17 8 + 10 = 18 8 + 11 = 19 8 + 12 = 20	9 + 0 = 9 9 + 1 = 10 9 + 2 = 11 9 + 3 = 12 9 + 4 = 13 9 + 5 = 14 9 + 6 = 15 9 + 7 = 16 9 + 8 = 17 9 + 9 = 18 9 + 10 = 19 9 + 11 = 20 9 + 12 = 21

Subtraction Facts

1 – 1 = 0	2 – 2 = 0	3 – 3 = 0
2 – 1 = 1	3 – 2 = 1	4 – 3 = 1
3 – 1 = 2	4 – 2 = 2	5 – 3 = 2
4 – 1 = 3	5 – 2 = 3	6 – 3 = 3
5 – 1 = 4	6 – 2 = 4	7 – 3 = 4
6 – 1 = 5	7 – 2 = 5	8 – 3 = 5
7 – 1 = 6	8 – 2 = 6	9 – 3 = 6
8 – 1 = 7	9 – 2 = 7	10 – 3 = 7
9 – 1 = 8	10 – 2 = 8	11 – 3 = 8
10 – 1 = 9	11 – 2 = 9	12 – 3 = 9
11 – 1 = 10	12 – 2 = 10	13 – 3 = 10
12 – 1 = 11	13 – 2 = 11	14 – 3 = 11
13 – 1 = 12	14 – 2 = 12	15 – 3 = 12
4 – 4 = 0	5 – 5 = 0	6 – 6 = 0
5 – 4 = 1	6 – 5 = 1	7 – 6 = 1
6 – 4 = 2	7 – 5 = 2	8 – 6 = 2
7 – 4 = 3	8 – 5 = 3	9 – 6 = 3
8 – 4 = 4	9 – 5 = 4	10 – 6 = 4
9 – 4 = 5	10 – 5 = 5	11 – 6 = 5
10 – 4 = 6	11 – 5 = 6	12 – 6 = 6
11 – 4 = 7	12 – 5 = 7	13 – 6 = 7
12 – 4 = 8	13 – 5 = 8	14 – 6 = 8
13 – 4 = 9	14 – 5 = 9	15 – 6 = 9
14 – 4 = 10	15 – 5 = 10	16 – 6 = 10
15 – 4 = 11	16 – 5 = 11	17 – 6 = 11
16 – 4 = 12	17 – 5 = 12	18 – 6 = 12
7 – 7 = 0	8 – 8 = 0	9 – 9 = 0
8 – 7 = 1	9 – 8 = 1	10 – 9 = 1
9 – 7 = 2	10 – 8 = 2	11 – 9 = 2
10 – 7 = 3	11 – 8 = 3	12 – 9 = 3
11 – 7 = 4	12 – 8 = 4	13 – 9 = 4
12 – 7 = 5	13 – 8 = 5	14 – 9 = 5
13 – 7 = 6	14 – 8 = 6	15 – 9 = 6
14 – 7 = 7	15 – 8 = 7	16 – 9 = 7
15 – 7 = 8	16 – 8 = 8	17 – 9 = 8
16 – 7 = 9	17 – 8 = 9	18 – 9 = 9
17 – 7 = 10	18 – 8 = 10	19 – 9 = 10
18 – 7 = 11	19 – 8 = 11	20 – 9 = 11
19 – 7 = 12	20 – 8 = 12	21 – 9 = 12

Multiplication Facts

1 x 0 = 0 1 x 1 = 1 1 x 2 = 2 1 x 3 = 3 1 x 4 = 4 1 x 5 = 5 1 x 6 = 6 1 x 7 = 7 1 x 8 = 8 1 x 9 = 9 1 x 10 = 10 1 x 11 = 11 1 x 12 = 12	2 x 0 = 0 2 x 1 = 2 2 x 2 = 4 2 x 3 = 6 2 x 4 = 8 2 x 5 = 10 2 x 6 = 12 2 x 7 = 14 2 x 8 = 16 2 x 9 = 18 2 x 10 = 20 2 x 11 = 22 2 x 12 = 24	3 x 0 = 0 3 x 1 = 3 3 x 2 = 6 3 x 3 = 9 3 x 4 = 12 3 x 5 = 15 3 x 6 = 18 3 x 7 = 21 3 x 8 = 24 3 x 9 = 27 3 x 10 = 30 3 x 11 = 33 3 x 12 = 36
4 x 0 = 0 4 x 1 = 4 4 x 2 = 8 4 x 3 = 12 4 x 4 = 16 4 x 5 = 20 4 x 6 = 24 4 x 7 = 28 4 x 8 = 32 4 x 9 = 36 4 x 10 = 40 4 x 11 = 44 4 x 12 = 48	5 x 0 = 0 5 x 1 = 5 5 x 2 = 10 5 x 3 = 15 5 x 4 = 20 5 x 5 = 25 5 x 6 = 30 5 x 7 = 35 5 x 8 = 40 5 x 9 = 45 5 x 10 = 50 5 x 11 = 55 5 x 12 = 60	6 x 0 = 0 6 x 1 = 6 6 x 2 = 12 6 x 3 = 18 6 x 4 = 24 6 x 5 = 30 6 x 6 = 36 6 x 7 = 42 6 x 8 = 48 6 x 9 = 54 6 x 10 = 60 6 x 11 = 66 6 x 12 = 72
7 x 0 = 0 7 x 1 = 7 7 x 2 = 14 7 x 3 = 21 7 x 4 = 28 7 x 5 = 35 7 x 6 = 42 7 x 7 = 49 7 x 8 = 56 7 x 9 = 63 7 x 10 = 70 7 x 11 = 77 7 x 12 = 84	8 x 0 = 0 8 x 1 = 8 8 x 2 = 16 8 x 3 = 24 8 x 4 = 32 8 x 5 = 40 8 x 6 = 48 8 x 7 = 56 8 x 8 = 64 8 x 9 = 74 8 x 10 = 80 8 x 11 = 88 8 x 12 = 96	9 x 0 = 0 9 x 1 = 9 9 x 2 = 18 9 x 3 = 27 9 x 4 = 36 9 x 5 = 45 9 x 6 = 54 9 x 7 = 63 9 x 8 = 72 9 x 9 = 81 9 x 10 = 90 9 x 11 = 99 9 x 12 =108

Division Facts

1 ÷ 1 = 1 2 ÷ 1 = 2 3 ÷ 1 = 3 4 ÷ 1 = 4 5 ÷ 1 = 5 6 ÷ 1 = 6 7 ÷ 1 = 7 8 ÷ 1 = 8 9 ÷ 1 = 9 10 ÷ 1 = 10 11 ÷ 1 = 11 12 ÷ 1 = 12	2 ÷ 2 = 1 4 ÷ 2 = 2 8 ÷ 2 = 3 10 ÷ 2 = 4 12 ÷ 2 = 5 14 ÷ 2 = 6 16 ÷ 2 = 7 18 ÷ 2 = 8 20 ÷ 2 = 9 22 ÷ 2 = 10 24 ÷ 2 = 11 26 ÷ 2 = 12	3 ÷ 3 = 1 6 ÷ 3 = 2 9 ÷ 3 = 3 12 ÷ 3 = 4 15 ÷ 3 = 5 18 ÷ 3 = 6 21 ÷ 3 = 7 24 ÷ 3 = 8 27 ÷ 3 = 9 30 ÷ 3 = 10 33 ÷ 3 = 11 36 ÷ 3 = 12
4 ÷ 4 = 1 8 ÷ 4 = 2 12 ÷ 4 = 3 16 ÷ 4 = 4 20 ÷ 4 = 5 24 ÷ 4 = 6 28 ÷ 4 = 7 32 ÷ 4 = 8 36 ÷ 4 = 9 40 ÷ 4 = 10 44 ÷ 4 = 11 48 ÷ 4 = 12	5 ÷ 5 = 1 10 ÷ 5 = 2 15 ÷ 5 = 3 20 ÷ 5 = 4 25 ÷ 5 = 5 30 ÷ 5 = 6 35 ÷ 5 = 7 40 ÷ 5 = 8 45 ÷ 5 = 9 50 ÷ 5 = 10 55 ÷ 5 = 11 60 ÷ 5 = 12	6 ÷ 6 = 1 12 ÷ 6 = 2 18 ÷ 6 = 3 24 ÷ 6 = 4 30 ÷ 6 = 5 36 ÷ 6 = 6 42 ÷ 6 = 7 48 ÷ 6 = 8 54 ÷ 6 = 9 60 ÷ 6 = 10 66 ÷ 6 = 11 72 ÷ 6 = 12
7 ÷ 7 = 1 14 ÷ 7 = 2 21 ÷ 7 = 3 28 ÷ 7 = 4 35 ÷ 7 = 5 42 ÷ 7 = 6 49 ÷ 7 = 7 56 ÷ 7 = 8 63 ÷ 7 = 9 70 ÷ 7 = 10 77 ÷ 7 = 11 84 ÷ 7 = 12	8 ÷ 8 = 1 16 ÷ 8 = 2 24 ÷ 8 = 3 32 ÷ 8 = 4 40 ÷ 8 = 5 48 ÷ 8 = 6 56 ÷ 8 = 7 64 ÷ 8 = 8 72 ÷ 8 = 9 80 ÷ 8 = 10 88 ÷ 8 = 11 96 ÷ 8 = 12	9 ÷ 9 = 1 18 ÷ 9 = 2 27 ÷ 9 = 3 36 ÷ 9 = 4 45 ÷ 9 = 5 54 ÷ 9 = 6 63 ÷ 9 = 7 72 ÷ 9 = 8 81 ÷ 9 = 9 90 ÷ 9 = 10 99 ÷ 9 = 11 108 ÷ 9 = 12

Learn Together

Activity

72. Shopping Around

Why? To help your child learn to compare prices and becomea better consumer.

What? newspaper
pencil or crayons

How?
1. Ask your child what he or she would like to buy. The item might be a game, record, or toy.
2. Circle the items in newspaper ads that seem to be the best buys.
3. Compare prices of the circled items.
4. Talk about the cost of the item with other family menbers. Decide which is the best buy.

Here is a sample of what you might come up with:

Store A

Video Game

$30.00

Store B

Same Video Game

$30.00
minus 10% discount

At which store is the video game is a better buy?

Learn Together

Activity

73. Money Exchange

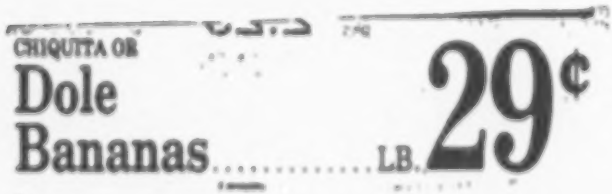
Why? To help your child learn to make change and be sure they get the right change when they buy things.

What? newspaper or grocery ads
scissors
glue
paper
coins: 10 pennies
5 nickels
5 dimes
4 quarters

How?
1. Ask your child to look through the ads and find items that cost $1.00 or less.
2. Cut out the ad. Paste them on a sheet of paper. Next to each ad, draw a line to write in the amount of change.
3. Arrange the coins in separate piles on the table.
4. Pretend you are paying for each item with a one-dollar bill. Have your child choose the coins necessary to make change from your dollar, then write the total amount of the coins in the blank next to the ad.

Here is how to set up your paper with ads.

Change: _____¢



Change: _____¢

Change: _____¢

Learn Together

Activity

74. Measuring

Why? To help your child understand measurement.

What? pencil
paper
tape measure
ruler

How?
1. Have your child choose objects in your home that he or she would like to measure.
2. List the things to be measured on a sheet of paper.
3. Try to guess the length of each object on your sheet of paper.
4. Measure the object with the tape measure or ruler, whichever would work best for the object being measured.
5. Write the length of each object on your paper.
6. Compare the actual measurements with your guesses.

Here is how to set up your paper:

	My Guess	Actual Measurement
1. door	6 feet	
2. window		
3. shoe		
4. baseball hat		
5. a hand		
6. a book		

Learn Together

Activity

75. How Much Time?

Why? To teach children that work time can be organized.

What? pencil
paper

How?
1. Make an activity chart for the hours between 5 pm and bedtime.
2. List the activities done between 5 pm and bedtime.
3. Write the time the activity is started.
4. Write the time the activity is completed.
5. Together, you and your child can compute the total time each activity takes to complete.

Here is how someone might set up a time chart:

Activity	Time Started	Time Completed	Total Time
1. Homework			
2. Setting the table			
3. Study time			
4. TV time			
5.			
6.			